DOCUMENT RESUME

ED 125 639 | 95 | IR 003 728

AUTHOR	Duggan, Maryann; Montague, Eleanor A.
TITLE	WICHE/USOE Institute for Training in Staff Development, June 1975-June 1976. Final Report.
INSTITUTION	Western Interstate Library Coordinating Organization, Boulder, Colo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 76
NOTE	228p.
AVAILABLE FROM	WILCO, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302 (Catalog No. 1C:676:WICHE:2B123)
EDRS PRICE	MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS	*Institutes (Training Programs); Librarians; *Libraries; *Library Education; Library Networks; Models; Professional Continuing Education; Program Evaluation; Regional Programs; *Staff Improvement; State Libraries
IDENTIFIERS	Western Interstate Library Coordinating Organizati; WILCO

ABSTRACT

An institute was conducted to introduce Western state library administrators to methods for planning staff development training. The intent was to strengthen staff development programs and to build a network of individuals interested in staff development in Western libraries. The program introduced a variety of training tools and presented a wide range of staff development resources. This report summarizes the purpose and agenda of the institute, and includes an evaluation report and recommendations for the future. The appendixes include samples of workshop activities and products and a staff development model book incorporating models for staff development generated by institute participants. (EMH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED125639

As of April, 1976, the WICHE Library Program name was changed from Continuing Education and Library Resources Program to WILCO - Western Interstate Library Coordinating Organization.

***

The activity which is the subject of this document was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

***

To obtain information or a copy of this publication (at cost), contact:

WILCO
Western Interstate Commission for Higher Education
P.O. Drawer P
Boulder, Colorado 80302

Catalog No. 1C:676:WICHE:2B123

2/3

IR003728

FORWARD

The production of this document would not have been possible without the dedication of many individuals to the mission of improving library services and job satisfaction through continuing education of library staffs in the Western States. The Western Interstate Commission for Higher Education (WICHE) has served as an organizational vehicle for pulling together resources (people, materials, and funds) designed to meet some of the continuing education needs of library staffs throughout the West. The state libraries of Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, South Dakota, Washington, and Wyoming have provided not only funds but essential guidance and institutional support for this program. The Institute staff, consultants, and evaluator have all made contributions above and beyond the basic requirements. The work of the participants - as evidenced by the staff development models contained herein - has provided a "first wave" of staff development programs in western libraries. USOE's policy of funding experimental training activities of this type has been an essential aid without which this program would not have been possible.

To continue the thrust of this Institute, the WICHE library program, now called WILCO (Western Interstate Library Coordinating Organization), is dedicated to emphasizing the dual mission of (1) development of equitable resource sharing and networking activities and (2) providing training programs and continuing education activities needed to assist in the provision of library services of excellence through the West. We are pleased to have had the opportunity of offering this Institute and look forward to continuing to be of service to the libraries of the West.

Maryann Duggan
Eleanor A. Montague

June 24, 1976

FINAL REPORT OF THE
WICHE/USOE INSTITUTE FOR
TRAINING IN STAFF DEVELOPMENT

1975-76

TABLE OF CONTENTS

Page

FORWARD i

PART I NARRATIVE REPORT 1
by Barbara Conroy, Associate Instiute Director

ABSTRACT. 1
STATEMENT OF NEED 2
INSTITUTE PURPOSE 3
INSTITUTE PROGRAM 4
Participants 5
Instructional Teams. 6
Materials. 7
Facilities 8
INSTITUTE MANAGEMENT. 8
INSTTIUTE EVALUATION. 10

PART II EVALUATION REPORT 11
by Barbara Jones, Institute Evaluator

INTRODUCTION. 11
EVALUATION DESIGN AND METHODS 11
EVALUATION FINDINGS 13
MAJOR STRENGTHS 17
MAJOR WEAKNESSES. 18
EVALUATION OF SPECIFIC TRAINING ACTIVITIES. 20
EVALUATION OF EVALUATION DESIGN AND METHODS 21
RECOMMENDATIONS FOR FOLLOW-UP EVALUATION. 22

PART III CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS . . 25
by Maryann Duggan, Institute Director
Barbara Conroy, Associate Institute Director
Barbara Jones, Institute Evaluator

RECOMMENDATIONS 28

APPENDICES

A INFORMATIONAL METHODS ABOUT THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT. . 30

B PRINTED TOOLS AND PRODUCTS FROM THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT . . 72

C STAFF DEVELOPMENT MODEL BOOK: PROGRAM DESIGN FOR LIBRARY PERSONNEL 105

DISTRIBUTION OF THIS REPORT

FINAL REPORT OF THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

1975-76

PART I NARRATIVE REPORT BY BARBARA CONROY, ASSOCIATE INSTITUTE DIRECTOR

ABSTRACT

This Institute was a learning/application sequence which demonstrated and guided Institute participants in the necessary elements for planning a successful staff development training program in a library, library system, or state library agency. The intent was not only to initiate or strengthen staff development programs in the participating libraries, systems, or agencies, but also to build a network of training and development people in Western libraries, who can extend the impact of this Institue far beyond the participants most immediately and directly affected as participants. The Institute itself was an example of a program of training activities. It developed a variety of training tools and techniques useful for participants to adopt and use in their own programs. It arrayed a wide range of valuable staff development resources for immediate and future participant use. Funding for the Institute program came from HEA Title II B (U.S. Office of Education) and members of the Western Council for Continuing Education and Library Resources Program (now WILCO - Western Interstate Library Coordinating Organization) of the Western Interstate Commission for Higher Education (WICHE).

STATEMENT OF NEED

The discovery and management of personnel resources is important for libraries of all types. Certainly for the present, and perhaps for the future, the people who work in libraries make up a key and irreplaceable component of what is necessary to deliver library services. Well designed and capably implemented staff development programs can be expected to improve overall library effectiveness as well as to strengthen the capabilities of the individual staff members.

Few library administrators or librarians have knowledge of or experience with personnel training and development. They are often keenly aware of the need for staff development, but are bewildered by the complexity of designing and implementing a program of staff training. Formal library education rarely includes the why's and how's of the process of staff development. Few opportunities exist to learn these skills other than by trial and error experiences.

Staff development programs -- organizationally focused learning activities designed to improve organizational effectiveness by increasing the competence of the staff -- can be centered on improving skills, broadening knowledge, changing attitudes. A staff development program can enable staff to incorporate new technology into a present job, move into administrative responsibilities, which require new skills, understand and respond to professional and societal changes.

Staff development programs can improve overall library effectiveness as well as strengthen the capabilities of the individuals involved. Such programs can be used to initiate organizational change such as implementing a new management style, shifting decision-making responsibilities, initiating substantive new programs, or examining the basic structure of the organization and planning its modification.

Sound staff development requires time, energy and resources. The results are often substantial -- usually well worth the investment. As more libraries institute or revitalize staff development efforts, and as personnel becomes more knowledgeable and proficient in staff development efforts, library services will be improved and the beneficiary will be the users of those services. However, an effective staff development program must be carefully and realistically planned, implemented and evaluated. The WICHE/USOE Institute for Training in Staff Development was based on this need for effective staff development programs in more libraries in the West.

INSTITUTE PURPOSE

The Institute was intended to increase the commitment and the ability of western libraries to effectively train and utilize personnel resources responsible for developing and implementing library services. The objectives of the Institute were:

1. To increase the number and improve the quality of established staff development programs with libraries, library systems, and state library agencies in the West.
2. To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services.
3. To develop the nucleus of a western regional network of library training and development personnel to assure that inservice staff development efforts, once planned, can be sustained and that new training programs can be generated and shared.
4. To increase the possibility for influencing library systems and agencies not directly involved in this Institute to create new staff development programs or to utilize tested components from the models developed and disseminated by participants of this Institute.
5. To address the specific and unique needs of ethnic minorities and women in staff development programs.

The intent of the Institute was to develop specific competencies in participants. Those competencies included:

- how to plan and conduct a needs assessment which yields information about training needs of staff members, particularly the unique needs of ethnic minorities and women,
- how to interpret and evaluate the needs assessment information to determine feasibility, to evolve priorities, and to make decisions concerning the focus of an inservice training program,
- how to formulate program objectives on the basis of the needs discovered in the assessment process,

- how to design a program of learning activities to accomplish the formulated objectives,
- how to plan for evaluating the training program,
- how to articulate the value of staff development in his/her library, system, or agency,
- how to initiate and sustain contact with other participants for sharing ideas and resources, for solving problems, or for generating new programs.
- how to develop and maintain an awareness of the principles of affirmative action and to view staff development efforts in relation to affirmative action programs.

INSTITUTE PROGRAM

Four training activities were held during the year-long Institute. Each training activity was an intense and tightly scheduled composite of skilled instructional teams, supportive materials and varied educational techniques -- all focused on the subject of staff development for library personnel. Interim periods between each of these activities provided the opportunity for participants to apply their learnings in their home organizations.

The training events included a Mini-Workshop on Needs Assessment on June 28th in San Francisco; a Basics Workshop held November 4-7 in Boulder; and two regional Problem-Solving Clinics held in Denver and Portland, during April, 1976. Between each of these training events, the Institute staff kept in frequent contact with participants to distribute useful materials, to conduct an on-going needs assessment process, to gather evaluative information and to share information about staff development resources. A flow chart which illustrates the timing and sequence of Institute activities and functions is presented in Appendix A-4.

As originally planned, each participant would apply needs assessment techniques within his/her organization following the Mini-Workshop. The results from this process would provide the basis for each participant to develop a program of staff development which would be designed during and after the Basics Workshop. Problems encountered by participants in program design and implementation would then provide the specific focus of the follow-up Problem-Solving Clinics.

Throughout the Institute program, the Institute itself sought to offer and demonstrate an example which participants, if they so chose, could adapt until they were more sure of their own abilities to generate more innovative approaches. This approach led to the development of several tools which are able to be adapted in other situations where staff development programs for library personnel need to be initiated or strengthened. Appendix B includes those tools that were provided to all participants in printed form. As a result of the Institute, twenty-four participants contributed their plans for the Staff Development Model Book. Twenty-one of these models are reproduced in Appendix C which is also available as a separate publication available at cost from WICHE.

Participants

The criteria for participant selection included: present or potential responsibility for staff development, administrative endorsement and support from the organization, stated willingness to commit time and effort to the Institute, plus representing a range of locale and type of institution. Each of these criteria was translated into a question on the application form to provide information upon which choices could be made.

The method of participant selection followed an institutional pattern of requesting nominees from each state library agency in the WICHE and Library Program area. For this Institute, ten nominees were requested. As the nominee names were received, each person was sent materials describing the Institute, an application blank and a cover letter inviting the person to apply. Eighty applicants -- almost all of whom were first-rank applicants in relation to the stated criteria -- responded from the 102 total number of nominees submitted by 13 states. In addition, participants from three states bordering the WICHE area were invited as non-stipended participants.

Forty-two participants and two alternates from a total of 13 states were originally selected for the Institute. These participants represented key institutions and staff development responsibilities in their states. Prior to, or directly after the Mini-Workshop, several participant changes were made. Four participants dropped their participant status. The two original alternates were added to the roster as well as one additional alternate selected later. Two participants were replaced within their own state or organization with comparable individuals. Following the Basics Workshop, two participants changed jobs and dropped further participation in training activities.

Participants from the states in the WICHE area or the Library Program area received stipends for the training days they attended. Those from outside that area were not stipended. Partial transportation costs (one round-trip airfare per state) for participants from the WICHE area states were supported by the WICHE Library Program for the Basics Workshop only. Allocation of those funds within each state was determined by the state agency. Participants or the organizations employing them agreed to assume financial responsibility for the communications (correspondence and phone calls) which they initiated and for their Institute-related transportation.

Instructional Teams

Teams of training and resource people were formed for each training event based on the indicated needs. Members of each of the four teams were involved in the planning and evaluation processes as well as for the instructional processes and subject content of the Mini-Workshop, Basics Workshop or Clinic for which they were responsible. Although a great deal of planning preceded each training event, on-site planning and design modification also involved them directly.

Team selection was done by the Associate Institute Director with review from the Institute Director. Three primary criteria were involved in the selection of staff:

- practical knowledge from having done staff development programs with library personnel,
- theoretical background with training and development work, or with organizational behavior or with specialized facets such as affirmative action or evaluation, and the
- ability to plan and implement using a variety of instructional techniques.

A complete list of faculty and resource persons and brief descriptions of their responsibilities can be found in Appendix A-3.

Materials

A variety of basic materials on staff development was supplied to each participant throughout the Institute. Early in the Institute, each participant was provided with a seven-page abstract of the Institute proposal and copies of Conroy's Staff Development and Continuing Education Programs for Library Personnel and Sheldon's Planning and Evaluating Library Training Programs. Logistics sheets describing the living and learning situation for each training event was supplied to each participant to help with necessary personal planning.

Following the Mini-Workshop, Leonard's Assessment of Training Needs was distributed. A model of the Needs Assessment Survey Instrument was distributed for discussion purposes during the Mini-Workshop and a revised copy, incorporating suggestions from the participants and the training staff, was sent following the event. This instrument is reproduced in Appendix B-3. In addition, several handout materials were supplied during and following the Mini-Workshop. The Mini-Workshop was audio-taped using both reel-to-reel and cassette recorders. However, neither produced a satisfactory recording, although participants who wished were sent the best possible copy.

In conjunction with the Basics Workshop, several handout materials were distributed including the ALA Affirmative Action Packet and the program planning help reproduced in Appendix B-5. An on-site library of fifty titles relevant to training and development was displayed and available during the Basics Workshop for participants to examine and note. Several audio-visual presentations were available at the Basics Workshop and both Clinics as types of learning packages to review.

Prior to the Clinics, all Institute participants were invited to be involved in the Delphi sequence as another method of a needs assessment which would prepare the instructional teams for the Clinics. The package of Delphi instruments are reproduced in Appendix B-4. Each Clinic period scheduled time for participants to share printed and audio-visual materials and ideas with one another as well as for participant-resource person dialogue. Following the Clinic series, a final text was sent to each participant: Chabotar, Evaluation Guidelines for Training Programs.

Facilities

The Mini-Workshop was held just prior to the ALA Annual Conference in San Francisco. The one-half day session was held in a meeting room at the San Francisco Public Library. The four-day Basics Workshop was held at the College Inn Conference Center, a live-in learning facility in Boulder, Colorado, not far from the Institute offices. Both Clinics were held in airport hotel facilities for their two-day sessions. Arrangements for the Mini-Workshop and the Clinics sought to minimize participant living expense and yet provide adequate learning facilities. Cooperative local arrangement people assisted with providing necessary space and equipment in each site. Considerable audio-visual equipment was obtained and used for the Basics Workshop and the Clinics.

INSTITUTE MANAGEMENT

The Institute office was located in the Continuing Education and Library Resources Program at the Western Interstate Commission for Higher Education in Boulder, Colorado, which provided office support, services and facilities. Unavoidably, three moves were required during the program year.

Institute staff included: 1) Maryann Duggan served as Institute Director and was responsible for providing overall guidance and direction as well as periodic review of activities, for assuring congruency between this and other Library Program activities and for informing the Western Council on Continuing Education and Library Resources regularly on Institute progress. 2) Barbara Conroy was the Associate Institute Director and was directly responsible for the operation of the Institute program, its instructional design, most of its communications, the majority of Institute decisions, and each of the products developed throughout and concluding the Institute. 3) Barbara Jones served as the evaluator throughout the program following the Mini-Workshop. Her contributions as observer and consultant were invaluable, supplementing the ability of the Institute staff and the training teams to incorporate most necessary modifications early. Her final evaluation report is found on pages 9-22 and the evaluation instruments are in Appendix A-6. 4) The half-time secretarial and assistant functions were filled by two individuals -- Flora Bovis from June through October and Ann Peckham from November, 1975 through June, 1976. Responsibilities of this position included the usual secretarial duties plus the ability to communicate and help coordinate numerous individuals, such as participants, staff, and instructional teams.

The Institute Advisory Team, consisting of four participants, served as advisors in the planning, implementation and evaluation segments of the project. They assisted with the Institute's needs assessment process, served as liaison between staff and participants during the training events and elicited feedback for program evaluation. They were selected by the Associate Institute Director on the basis of representation of geography, type of library, and balanced sex ratio. The team met with Institute staff members prior to the Basics Workshop and prior to the Clinic series.

Communications was a particularly strong point in the Institute program. A list of communications with participants, administrators, state librarians, Western Council members and training teams is listed chronologically in Appendix A-5. In addition to receiving the training materials, participants were kept up-to-date with Institute activities and planning with a series of three Progress Reports which were also sent to the administrators and the state librarians. Feedback Reports were supplied by the evaluator following the Basics Workshop and the Clinics. A Staff Development Information Exchange was initiated in January and its three issues from then until the end of the project informed participants about what other participants were doing, new and useful training tools and resources for learning packages.

Each of these Institute publications was supplied to participants, to their administrators and to the state librarians. Inquiries from outside those institutions and states directly involved were supplied with available materials and information. Packets of information were also supplied to members of each training team prior to and following each training event. Conference calls and interviews done by instructional teams prior to each Clinic provided planning and coordinative functions as well as current information upon which the teams for each event could base their planning.

INSTITUTE EVALUATION

The Institute evaluation process was an active and invaluable part of the program. The background and experience of the evaluator provided for natural and sound critique of design, materials and the process of each training activity. Feedback information was relayed to participants and instructional staff throughout the training activities. In addition, printed Feedback Reports were supplied to participants, their administrators and their state librarians following the Basics Workshop and the Clinics. In-depth observations and feedback were channeled to the Institute staff following the Basic Workshop and each Clinic. These procedures provided useful formative evaluation data considered in making subsequent Institute decisions. The sumative evaluation report follows.

PART II EVALUATION REPORT BY BARBARA S. JONES, EVALUATOR

INTRODUCTION

The Institute evaluator accepted the year-long assignment as an unusual opportunity to learn more about a) libraries and librarians; b) problems of staff development in libraries and library systems; and c) the intricacies of evaluation, both as a process and as the preparation of a summative final report. She was not disappointed; she feels her learning and growth in all three aspects probably outdid anyone else's.

Although there were fence-sitting moments, when she was neither an insider nor an outsider, she quickly became a full-fledged insider, caught up in Institute problems and trying to contribute to the solutions. Insiders lack objectivity. But outsiders have difficulty finding out what's going on. This Institute evaluator was encouraged to improve the program rather than prove or approve anything. The majority of participants who were queried on the subject indicated that the evaluator's not being a librarian was a help rather than a hindrance.

EVALUATION DESIGN AND METHODS

The over-all design evolved from studying the Institute proposal, other program evaluations, books and articles on evaluation, and as a product of numerous discussions with Institute staff. The preliminary design was modified after further discussions with the Associate Director and became firm after approval by the Institute Advisory Team (IAT).

Because of the nebulous and often ambiguous qualities of "staff development" and "adult education" and because the Institute's goals and objectives were pre-determined in the writing of the initial proposal, the evaluator sought help from the Associate Director and the IAT in a) clarifying and working toward sharing the meanings inherent in the wording of the goals and objectives; b) prioritizing among 10 possible objectives; and c) operationalizing the objectives into all possible measurable outcomes. The Associate Director and the IAT, at a fall meeting in Salt Lake City, followed the evaluator's suggested approach in a taped discussion which produced the focus the outside evaluator had previously lacked. (See Appendix A-7 for questions and method designed by the evaluator.)

After the completion of the goal setting and prioritizing (which occurred between the Mini Workshop and the Basics Workshop) there were two principal phases in the evaluation design: feedback and outcomes or product measurement.

Feedback phase. From the Basics Workshop through the Problem-Solving Clinics, the evaluator was part of the feedback loop, channeling information to staff and participants (and others on the Institute mailing lists). (See Appendix A-6 for the Feedback Reports.) The information fed back not only included evaluation data gathered but also on the role of evaluation as an integral part of staff development. By explaining to participants the procedures and problems encountered, the evaluator could also serve as a teacher of and a resource for the process of evaluation in staff development. The staff continually encouraged the evaluator not only to report back data and impressions but also to offer recommendations and suggestions, raise questions and stimulate discussions with the participants as well as with staff and instructional teams.

Outcome or product measurement. Evaluative responses were continually sought from participants, instructional teams and staff, but were predictably focused on the three principal training activities and an over-all evaluation at the end of the Institute. This report brings these data together. As a further aid in sorting out and weighing participants' reactions, the evaluator prepared a comprehensive participant profile, both as a group and as individuals. The group profile revealed there were:

24 women and 17 men, 1 minority, 2 physically handicapped, 3 veterans
16 aged between 25-35; 16 between 35-45; 6 between 45-55;
and 1 over 55.

Participants were also grouped by the evaluator into three categories according to their self-indicated levels of competence and experience. Although no participant indicated that he/she had either a high level or no competence, the individuals were sorted into Group A, the least competent and experienced, B, the average or middle range, and Group C, the most competent and experienced.[*] Of the 41 original participants, there were 3 A, 32 B, and 6 C identifications. (Two people -- both B's -- later dropped out.)

---

[*] The sorting was based on the participant's answers to the following two questions: "On this continuum, indicate your assessment of your present competence to design and implement staff development programs" and "On this continuum, indicate the amount of experience you have had in planning and implementing staff development programs." Numbers selected for both questions were added and became the individual's score. The possible range of scores from 2 to 14 was adjusted to eliminate the unused extremes. Thus, the people with the lowest scores (4 to 6) were designated most experienced, the highest score (13) the least experienced, and the balance in the middle were rated as average.

Evaluation methods used included:

A. Questionnaires, post meeting reactions

B. Interviews All participants identified as either A or C were individually interviewed; all B's were either interviewed individually or in a group discussion. The same patterned questions were asked in all interviews, which occurred at either the Basics Workshop or the Problem-Solving Clinics. The group interview was taped for later reference. Interviews were also conducted with staff, the IAT, and instructional teams.

C. Observation, detailed notes

D. Process analysis This included not only learning activities but also planning and evaluation discussions among staff.

E. Group critiques with instructional team members and Institute staff

F. Conversations

G. Mail and telephone contacts with participants and staff

Although the variety of methods used was very time-consuming, it provided the evaluator with a more comprehensive picture and internal validity check.

EVALUATION FINDINGS

Did the Institute make a difference? Synthesizing all data gathered, and based on the final models produced and what the participants said they learned, it is conclusive that the Institute did make a positive difference and improved the understanding and competence of the majority of participants. The 31 participants who returned the final evaluation form, (79.4% of the 39 people who completed the program) rated the Institute as follows:

	Scale	Number of participants
Very helpful	1	3
	2	12
	3	6
Somewhat useful	4	4
	5	5
	6	1
No help	7	0

This indicates that 67% of those responding felt the Institute was more than "somewhat useful." One can't help but wonder whether this percentage would have been higher or lower if the non-responding participants had returned the final evaluation form.

It was expected that the Institute would be perceived as having the most benefit to the least skilled and least experienced. Using the A-B-C classification according to self-indicated competence and experience at the beginning of the Institute, however, it is interesting to note that the 6 C's (most experienced) rated the Institute this way:

	Scale	Number of participants
Very helpful	1	0
	2	2
	3	0
Somewhat useful	4	1
	5	3
	6	0
No help	7	0

In other words, the most experienced showed a diversity of response with a slight majority rating the program "somewhat useful" or lower. Only two of the three A's (least experienced) returned the final form. Their rating were a 3 and a 4 ("somewhat useful" and slightly better.)

Other evidence of the Institute's impact came from participants' comments during evaluation interviews, on the Post-Basics Workshop evaluation form and the final evaluation form. It is not feasible to list all such comments but the following were selected as both typical and representative of the range of answers:

During interviews. "Anything I do in staff development will be as a result of the Institute." "The Institute has opened new vistas; I'm excited about new ground even though I haven't accomplished much." "My goal to involve more people and make the staff aware of staff development has been met because of the Institute."

Post-Basics Workshop. Five people indicated the Institute had helped them begin a program; five named the design and implementation of a needs assessment as their principal gain from the Institute; and two people said the Institute had caused them to reevaluate what they had been planning and to make changes. "Have held a half-day session and am planning a series." "Gave me motivation to include a new staff development plank in our objectives." "Have done more thinking about alternative methods and about evaluation."

Final evaluation form. "I gained ideas which will help me work staff development into the fabric of our library." "The Institute served as a catalyst in the creation of a staff development plan for our library; we now have a written plan, a staff development committee, and a firm intention to implement." "I learned a lot beyond staff development that can be applied to my everyday activities and job." "I had little knowledge of staff development before participating in the Institute. Now I'm sympathetic to the concept, think I know how to proceed, and am anxious to see the results."

Did the Institute reach its goals and objectives? Here the indicators are less conclusive. Because the Institute aimed at planting seeds that were to bear fruit later, it is too soon to try to measure whether the Institute reached its goal of increasing the commitment and the ability of western libraries to effectively train and utilize personnel resources responsible for developing and implementing library services (or the ultimate Institute goal of improving library services).

It is also too soon to talk about reaching objectives. The most effective way to determine if goals and objectives were actually met would be through a follow-up evaluation which would gather evidence from others in the participants' back-home situation after indicated plans have been implemented. (See Section VIII for recommended procedures.)

Although we cannot measure achievement in a final sense, at this time we can measure individual progress toward achievement as reported in the previous comments. We can also measure the participants' perceptions of what progress the Institute, as a whole, made toward its objectives.

Participants were asked twice (at the Basics Workshop and at the Problem-Solving Clinics) to evaluate the Institute's progress toward all five Institute objectives. They were given a continuum from 1 to 7, with 1 standing for "little progress" and 7 for "a lot of progress." For easy reference, the five Institute objectives are listed below in abbreviated form. Here are the results:

PROGRESS TOWARD INSTITUTE OBJECTIVES:

Objective 1: increase library staff development programs
Basics Workshop: Mean response: 4.0 Range: 2 - 7
Problem-Solving Clinics:
  Denver:* Range: 3 - 7
  Portland: Mean response: 4.3 Range: 1 - 6

Objective 2: establish staff development function as essential to library delivery systems
Basics Workshop: Mean response 4.3 Range: 1 - 7
Problem-Solving Clinics:
  Denver:* Range: 4 - 7
  Portland: Mean response: 3.8 Range: 1 - 7

Objective 3: develop network of staff development personnel
Basics Workshop: Mean response: 4.9 Range: 2 - 7
Problem-Solving Clinics:
  Denver:* Range: 3 - 7
  Portland: Mean response: 3.8 Range: 2 - 6

Objective 4: expand network beyond Institute participants
Basics Workshop: Mean response: 3.7 Range: 1 - 7
Problem-Solving Clinics:
  Denver:* Range: 3 - 7
  Portland: Mean response: 2.6 Range: 1 - 6

Objective 5: address needs of women and minorities
Basics Workshop: Mean response: 4.9 Range: 1 - 7
Problem-Solving Clinics:
  Denver:* Range: 1 - 6
  Portland: Mean response: 1.9 Range: 1 - 4

*Mean responses could not be figured for the Denver Clinic because not all participants ranked all objectives, and numbers were too small for meaningful percentages.

The wide diversity of perception is clearly indicated in the above chart, particularly in the range of answers. After the Basics Workshop, the group apparently felt that progress had been made (but not in any dramatic amount) on four of the five objectives. Only objective 4 fell below the average progress mark. After the Problem-Solving Clinics, however, the mean responses were lower and the ranges narrower.

In summary, the ranges of responses showed that some participants apparently felt the Institute was making a lot of progress toward its objectives while others felt there was little progress. According to the responses of those attending the Portland Clinic, only objective 1 was given above average progress and progress toward all other objectives was perceived to have slowed considerably.

The most telling result of the Institute's effectiveness in progress toward its objectives may be found in Appendix C which includes the individual models of staff development plans and programs. Twenty-four models were submitted (by 61% of the 39 participants completing the program); three were rejected because they did not meet specifications. The quality of the models, as well as the scope and depth, provide testimony that tangible progress was made toward several Institute objectives, but primarily number 4.

One final word on objectives. The evaluator asked the Institute Director in an interview following the Basics Workshop, what her expectations for the program were. She described the ripple effect and noted that the first ring (the Institute) must be the strongest. Her comment was, "If one-third of the participants (13) do something in staff development as a result of the Institute, and if those programs reach 200 library staff members, I'll be satisfied." If the models submitted can be used as one potential indicator, the Institute Director's expectations were met.

MAJOR STRENGTHS

A. Communication between staff and participants There was copious material -- progress reports, newsletters, correspondence, feedback reports, Delphi forms and evaluation questionnaires. All aspects of the Institute were carefully and clearly delineated.

What was to come and what was expected from participants were spelled out. In some cases problems occurred because there was almost too much material and its bulk prompted oversight. Two participants complained about inadequate turn-around time allowed between receipt and return deadlines.

B. Coordination Considering that all Institute staff were part-time, with other major responsibilities, and all resource people were brought in for only two or three day assignments, the level of coordination was remarkable. Credit belongs to the Associate Director, who seemed to have a handle on everything, and to two fine secretaries who provided answers and day to day continuity.

C. Level of staff competence All staff and resource personnel were highly competent professionals with a strong commitment to do the best possible job to serve the participants' needs. The evaluator has seldom worked with a group of people who were so open to ideas, suggestions and criticisms and were so willing to make instant adaptations when necessary. In addition, the four members of the Institute Advisory Team served two important functions: 1) feedback and suggestions on training design and implementation; and 2) liaison between staff and participants.

D. Resource material At all activities and through the mail, participants had access to a wide variety of well selected materials and bibliographies.

MAJOR WEAKNESSES

A. Widely divergent needs, skills and commitment of the participants. This apparently resulted from a selection process in which state officials nominated people and the screening of applicants was affected by geographic and other representation as well as the applicant's need and desire for the training. The Institute material spelled out the criteria to be used for nomination (see page 5 in the narrative report) but there may have been people nominated who did not meet the criteria. One participant listed the selection process, "which appeared to be political" as the least effective aspect of the Institute. Some participants did not see the Institute as relevant to their needs; others felt no commitment to carrying out a plan or producing a model. What's more, the instructional teams and the staff constantly had to struggle to meet differing perceptions and widely varying needs for subject scope and depth.

This problem was particularly apparent at the Basics Workshop, the only activity in which all 41 participants took part. The total group was too diverse and too unwieldy for effective group decision-making. Several participants commented on evaluation forms that the Basics Workshop group should have been divided by dimensions of more or less experience and more or less committed to doing the work. The highly experienced were bored because they felt the material was aimed too low; the less experienced were sometimes lost because they lacked definitions, a grasp of the Institute's purpose, and clear goals.

B. Program design not flexible enough to meet divergent needs The Institute proposal included both goals and means, or specified activities, by which the goals were to be achieved. Over-all results might have been more positive if the staff had been able to design the training means after becoming acquainted with the participants and conducting a problem census based on real needs of real people rather than projected needs (even though these were based on highly educated guesses and much specific information from and about the participants.) This problem was somewhat counteracted by the use of the Delphi to pinpoint needs, telephone calls from resource people, and by the Problem-Solving Clinics which provided opportunities for individual attention. But these occurred after the Mini-Workshop and the Basics Workshop, which suffered from trying to be all things to all people.

Fourteen participants complained about some aspect of the Basics Workshop. It was too large a group; too loosely structured; too theoretical; and did not provide for varying levels of knowledge. The staff made valiant efforts to engage the participants in the planning process but met with strong resistance. Had the Basics Workshop design been more flexible, it might have been possible to better meet both the participants' expectations and their divergent staff development needs. The comment was made in person and on evaluation forms that "the staff keeps asking our opinions but they aren't listening to us when we say we don't want to make that decision."

C. Inter-staff communication Although communication and coordination were generally excellent, there were some troublesome spots caused by the facts that all staff were part-time, no one person had all the information, and secretarial staff changes occurred at a crucial time in the Institute schedule. Many communications had to be sent over long distances and channeled through many different people, with inevitable changes and losses in translation. Two examples of problems: 1) a resource person at a Problem-Solving Clinic had received the impression that being the "team leader" meant only the person who initiated the conference call among the group of resource people; she found out on arrival that much more was expected from a team leader; 2) the role of the IAT was not clear at the Problem-Solving Clinics and, as a result, this resource was not as effectively used as it had been at the Basics Workshop.

EVALUATION OF SPECIFIC ACTIVITIES

A. Mini Workshop As the opening activity, this workshop provided an important basis which was well received by some. In general, it was attended by too few (22) and too few participants or staff realized its importance to the over-all Institute and to the development of a needs assessment. The tape, which was supposed to update those who did not attend, was of poor quality and did not get around to everyone before the Basics Workshop. Comments from participants were mixed: "It provided no workable tools and put everyone behind at the Basics Workshop." "It showed the importance of needs assessment and staff development." "Learned some good techniques and ideas."

B. Basics Workshop Despite the complaints about the Basics Workshop discussed earlier, there were 50 comments reporting improved competencies. Most often mentioned were goals and objectives analysis (8), developing plan components (8), and evaluation (5). In general, the open-ended discussions in which the staff tried to involve the learners in the educational planning, caused frustrations and a sense of time-wasting. Only one participant mentioned in writing that he recognized that the method was part of the message, but this realization was mentioned by others in individual interviews.

C. Problem-Solving Clinics This was considered the most successful aspect of the Institute by at least seven people who attended a Clinic. The individual interviews with resource people and the opportunity to work in smaller groups were well received. Group size continued to be a problem, however. The original plan to have three clinics of approximately the same size had to be abandoned when one announced clinic site and date did not attract enough people. As a result, the Denver Clinic was too small (8), to conduct a variety of activities and the Portland Clinic was too large (21), for the intensive, specialized attention many participants had hoped for.

For the purpose of verification, the evaluator attempted to call all of the 8 people who indicated ahead of time that they did not plan to attend a Problem-Solving Clinic. (Two others who planned to attend did not arrive.) The six people she reached gave lack of travel funds (3), schedule conflicts (2), and changed jobs (2), as the principal reasons. One person had not understood two trips were necessary and one said she had planned to go to the Clinic that was cancelled but wouldn't make the effort to go to one of the others because the Basics Workshop (except for after hours sessions) had not been helpful.

EVALUATION OF EVALUATION DESIGN AND METHODS

For fear of leaving out something that might later be perceived to be important, the evaluator tried to cover too much. Much valuable data is available for study and many interesting correlations could be made -- but they will have to be studied by someone else at some other time.

The evaluator was pleased with the long list of measurable outcomes developed in cooperation with the Associate Director and the IAT at their Salt Lake City meeting. Unfortunately, most of these outcomes were not measureable within the Institute time frame and resources.

Hindsight reveals that it would have been better to select a few measureable outcomes and develop them in depth. The smattering approach is interesting but not as valid for research purposes. There is also less risk of irritating your study population if there are fewer and shorter instruments. The evaluator would also recommend, if possible, that future evaluators be a part of the goal and objective formulations and even the proposal writing in order to have a more complete understanding of expectations and what kinds of evaluations are most needed and most feasible.

Evaluation was seen by instructional teams, staff and participants as an integral and important part of the Institute and of the participants' learning. Time to fill in forms and discuss evaluation problems was built in to the design. These factors made the assignment easier and more comfortable.

Another weakness in the evaluation process was the reliance on what would inevitably be incomplete returns for the over-all evaluation. Although the return rate was more than sufficient to be valid (79.4%), those who neglected to return the form are a disturbing unknown. Had they all responded either positively or negatively, the results might have been significantly different.

One place where more complete participant data might have helped the staff and resource people better develop a flexible plan that could have accommodated the wide diversity among participants' skills and needs was before the Basics Workshop. Two problems occurred. Many participants had not returned the initial profile survey and the tabulation was delayed until all forms could be obtained at registration. But the more serious problem was that in her initial activity with the Institute, the evaluator had not yet grasped the importance of her role as an integral part of the process. If she had, she would have recognized the need for and provided as much information as was available to the staff so that it could have been used earlier in program planning.

RECOMMENDATION FOR FOLLOW-UP EVALUATION

As has been stated previously, the real test of whether the Institute made a difference to its participants, their colleagues or their clients, and whether the Institute achieved all or part of its objectives must come at a later date when plans have had time for development and implementation. Only the first ripple has been felt so far.

A later, in-depth study should be of real benefit to both USOE and WICHE (and the State Libraries and other systems involved). The following recommendations include suggestions made by Institute participants.

PLAN FOR FOLLOW-UP EVALUATION

Begin six months later (January, 1977)

Plan to report within one year (July, 1977)

A. Contact Institute participants

1. Get details of staff development plans and programs, including evaluation and critiques
2. Get copies of plans, models used
3. Get copies of budgets covering staff development for previous as well as current year
4. Survey participants on later perceptions of Institute's use and influence, as well as competencies they wished the Institute had helped them acquire.
5. Ask for samples of "networking" where people other than participants have been involved.
6. Design other questions to elicit data on specific Institute objectives and measureable outcomes (see Page 3).

- - - - - - - - - - - - - - Minimal Plan to Here - - - - - - - - - - - - - -

7. Get suggestions for others to survey (such as administrators, colleagues, staff, library users).
8. Get suggestions on what questions to ask these other people.

B. Contact administrators of Institute participants

1. Ask if Institute made a difference in competence, understanding, attitude of Institute participant.
2. Ask for specific examples of staff development programs, plans.
3. Ask for recommendations on how another Institute could be improved.
4. Ask for suggestions on who else to survey

C. Contact representative individuals suggested by participants and administrators

1. Survey for perceived changes in participants' competence, improved relations and library service and increased staff development activity.
2. Ask for suggestions on other people who might have relevant information.
3. Survey additional sources.

Method

Most of this plan could be implemented by mail with follow-up telephone calls. The data would be more accurate and complete, however, if site visits could be made and personal interviews conducted for at least a cross-section sample.

As a final step, the draft report should be circulated to Institute participants and their administrators for reactions and suggestions.

PART III CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS BY BARBARA CONROY

Although the Institute staff felt general satisfaction at the degree of success apparently achieved through the Institute, an in-depth discussion at the close of the project identified and explored the major factors which qualified the measure of success accomplished. This section of the Final Report briefly describes these factors -- outlining the situation, identifying the possible causes and presenting alternatives which might have provided remedies. Thus, this section provides not only an analysis of this experience but also caveats and recommendations useful to others who might wish to adapt or adopt or further this Institute.

The wide diversity of participants. Throughout the Institute the participant group presented an unusually wide range of diverse interest, ability, and commitment. This fact impacted the educational design and effectivenss, particularly since the instructional teams and Institute staff were attempting to meet the needs of most participants. Written and oral Institute communication was also affected as it became apparent that some participants evidenced a consistent quick grasp of information and others showed an equally consistent lack of understanding, interest or motivation. Participant response to needs assessment and evaluation processes revealed the diversity as did participant utilization of available resources.

Several possible causes of this situation can be identified. A major cause was the participant selection procedure used. The initial selection of nominees was made by the state library agency in each state. With two exceptions, a self-selection process was then invited from those nominated individuals and a final selection from among those responding nominees was made by the Institute staff. The nominations handled by each state agency may have served to nominate logical organizational choices rather than highly interested individuals and may have been on the basis of additional or conflicting criteria from those designated by the Institute. At the time, this means of selection seemed to be the most satisfactory one in view of the standard institutional policies of the grantee and the late notification of the grant award which created a difficult time bind at the beginning of the Institute. In the long run, this choice may have been expedient rather than effective in identifying those individuals most interested in making full use of the Institute program. It may have bought political and institutional support for the Institute at the price of including learners with high interest and motivation to be involved.

Other causes can also be identified for creating greater diversity than would have been ordinarily expected in such an Institute. The differences in skills and understanding of professional concerns varies from state to state and this Institute included most of the western states, not all of which evidence active leadership and participation at the state level. The semantic difficulties and heightened conceptual differences point to another possible cause for participant diversity -- the lack of a common ground of understanding in librarianship about what staff development is and just how it should be implemented.

The lack of adequate flexibility in program design. The original program design did not anticipate this diversity. An assumption was made and held that this group was more knowledgeable and able than was true, as well as that the designation of "participant" implied commitment. Throughout the Institute, each training activity was planned to offer strong content emphasis in a minimum amount of time. There was little focus on developing participant consciousness of process -- the process of learning, the process of sharing, the process of decision making. For highly motivated and self-directed learners with some interest and background, the design may have been apporpriate, but with a group of such diverse nature, some people were evidently bypassed.

Major strengths sought through this design were the learning/applying sequence, the interim reinforcement throughout the Institute, the utilization of a large number of practioner/instructors. These strengths were diffused by the logistical and financial difficulties incurred by the participants in bringing the participant group together over such a wide geographic area, by the low involvement of some participants who were not strongly motivated or committed to the Institute objectives and by the wide range of diverse interests and abilities even within the area of staff development.

The initial training activity, a half-day Mini-Workshop hoped to capitalize on expected participant travel to the American Library

Association conference in San Francisco. Only 22 participants attended. Due to the lack of full attendance and adequate time, the Mini-Workshop was a weak start for the program, which intensified the difficulties caused by the diversity of the group. Autio-tapes were an attempt to help non-attendees "catch up" but the quality of the tapes was poor and their circulation limited. Although a brief orientation to the Institute purpose, schedule and expectations took place, no time was taken to get an in-depth reading on the participants as a group. The initial basic assumption about participant interest, ability and commitment continued to influence Institute communication and decision-making.

The wide range of participant interest, ability, and commitment was not seen until the Basics Workshop, which consisted of four days of training five months after the Mini-Workshop. The Clinics were the first real attempt to respond to the diverse and individual needs of the participants. The effectiveness at that point was hampered by participant registration which indicated the feasibility of only two of the three Clinics originally planned. Registration was light for the first Clinic and heavy for the second. This limited the participant interchange for the former and limited availability of personalized help from instructional team members for the latter.

An earlier and more thorough acquaintance of the Institute staff with the participant group would have provided a reading of their diversity that was not supplied through applications, correspondence, and written materials. That reading might have prompted selecting more or different instructional staff, increasing the length of time spent at the Basics Workshop, concentrating learning about basic processes, as well as the content of what is essential to have for staff development.

Inadequate inter-staff communication. The decision to sub-contract the Institute was based on the lack of in-house capability to implement the Institute program and the projected time and skills requirements of the Institute. One consequence of this decision was the extra time and energy needed to assure desired and necessary linkages with the Program Director. Meshing travel schedules, the ebb and flow of Institute workload, changes in vital secretarial staff, in addition to the need to meet program needs as well as Institute needs increased the time needed for communications and decision-making. Initial decisions were often altered by later information, but not fully communicated to those who needed the information. Careful communication was required, but was often confounded by the difficulties of meshing staff schedules so that timely decisions could be made and communicated. Utilization of regular Continuing Education and Library Resources Program personnel would have provided more on-site availability. Consistent support staff would have added to on-site strength and accessibility, as well as providing a sound base of task assignment and basic understanding throughout the Institute.

Recommendations

The final products of the Institute participants and staff (see Appendices A-C) and the evaluation data (see Part II) indicate that a great deal did get accomplished as a result of the Institute. Several follow-through actions are recommended to strengthen and back-up these accomplishments with this Institute group:

- Continued access to problem-solving help for those implementing models -- perhaps through resource people or materials in response to participant-identified needs.
- Development of local staff development talent banks at the state level, which could supply communications and/or consultant help.
- Continue the publication of the Staff Development Information Exchange as a communication vehicle among participants and beyond that group.
- Implement the Evaluation follow-up recommended by the Institute Evaluator.

Other ideas may occur to participants themselves or to readers of this Final Report. Initiative and implementation are encouraged.

For others seeking to develop a similar learning sequence for achieving similar objectives, the following recommendations should be seriously considered as adaptations to the model of the Institute described in this report. These recommendations are based on the learnings of the Institute staff and the evaluation findings:

- Select participants on the level of individual commitment and motivation, as well as organizational relevance and need.

- Extend the period of the Institute to two years if a similar learning/application sequence is to be included,
- Assure that the Mini-Workshop includes an initial orientation and sharing of expectation, an emphasis on process, as well as content, probably over a two-day period.
- Prolong the Basics Workshop to a full week with more time spent on individual action plan development and one-to-one consulting during the week.
- Spread the Problem-Solving Clinic over a three- or four-month period and base the Clinics on needs identified earlier and more clearly.
- In addition to daily living stipends, include travel stipends for each activity for each participant.

These recommendations are suggested on the basis of what was learned in this particular experience with these particular individuals and may not be applicable to another group, another time, and another place. But, they need to be seriously considered before successful replication could be expected.

APPENDIX A

INFORMATIONAL MATERIALS ABOUT THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Page

A-1. Participant List:(updated and final); Analysis of Participants 31

A-2. Institute Staff Faculty and Resource People. 37

A-3. Western Council for WICHE Continuing Education and Library Resources Program. . 39

A-4. Flow Chart of Institute Activities 40

A-5. Institute Communication. 41

A-6. Evaluator's Feedback Reports No. 1-3 . . . 43

A-7. Evaluation Plan and Forms. 49

APPENDIX A-1
Updated and Final

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT
1975 - 1976
Participant List

Participant	Administrator
Barbara Barth, Regional Librarian Southeast Arizona Regional Library Drawer AK Bisbee, AZ 85603	Barth
Mary Bates, Head Librarian Blue Mountain Community College Box 100 Pendleton, OR 97801	Ron Daniels, President Blue Mountain Community College Box 100 Pendleton, OR 97801
Janet Blumberg, Ext. Services Libn. Timberland Regional Library 1006 Sleater-Kinney S. E. Lacey, WA 98503	Louise E. Morrison, Director Timberland Regional Library 1006 Sleater-Kinney S. E. Lacey, WA 98503
Valerie Ann Brooker Santa Fe Public Library 121 Washington Avenue, Box 2247 Santa Fe, New Mexico 87501	
Bob Carmack, Dir. of Libraries I. D. Weeks Library University of South Dakota Vermillion, SD 57069	Richard L. Bowen, President University of South Dakota Vermillion, SD 57069
Marile M. Creager, Assistant Director Tacoma Public Library 1102 Tacoma Avenue South Tacoma, WA 98402	Kevin Hegarty, Director Tacoma Public Library 1102 Tacoma Avenue South Tacoma, WA 98402
Ruth H. Donovan, Assistant Director University of Nevada Library University of Nevada Reno, NV 89507	Harold G. Morehouse, Dir. of Lib. University of Nevada Library University of Nevada Reno, NV 89507
Judy J. Engman, Reference Librarian Mid-Columbia Regional Library 405 South Dayton Kennewick, WA 99336	Shirley Tucker, Director Mid-Columbia Regional Library 405 South Dayton Kennewick, WA 99336
*W. Edwin Erickson, Director Library-Learning Center Black Hills State College Spearfish, SD 57783	Dr. M. N. Freeman, President Black Hills State College Spearfish, SD 57783

APPENDIX A-1

Participant	Administrator
Noble E. Freden, Sup. Media Services St. Vrain Valley Public Schools 395 South Pratt Parkway Longmont, CO 80501	Dr. John McKenna, Supt. St. Vrain Valley Public Schools 395 South Pratt Parkway Longmont, CO 80501
Jean C. Hawks, Dir. of Public Services N. A. U. Libraries - Box 6022 Northern Arizona University Flagstaff, AZ 86001	Robert E. Kemper, Dir. of Lib. University Libraries C. U. Box 6022 Flagstaff, AZ 86001
Carol I. Hildebrand, Library Dir. Lake Oswego Public Library 706 Fourth Street Lake Oswego, OR 97034	Donald B. Eppley, City Manager City of Lake Oswego 348 State Street Lake Oswego, OR 97034
Nancy Hudson, Admin., Personnel Coord. Clark County Library District 1401 East Flamingo Road Las Vegas, NV 89101	Charles Hunsberger, Dir. Clark County Lib. Dist. 1401 East Flamingo Road Las Vegas, NV 89109
Mayo J. Huisman, Dir. of Instr. Materials Rapid City Public Schools 21 St. Joe Street Rapid City, SD 57701	Dr. Marven Rosen, Supt. Rapid City Public Schools 809 South Street Rapid City, SD 57701
Darryl Huskey Serials and Documents Librarian Boise State University Boise, ID 83725	Ruth McBirney, Head Libr. Boise State University Boise, ID 83725
Martha Julaphongs, Head, Ext. Serv. Multnomah County Library 801 S. W. 10th Avenue Portland, OR 97205	James H. Burghardt, Librarian Multnomah County Library 801 S. W. 10th Avenue Portland, OR 97205
*William R. Kinman, Chief, Pub. Serv. Los Angeles County Public Lib. System 320 West Temple Street Los Angeles, CA 90012	Carol E. Moss, County Librarian Los Angeles County Public Library System 320 West Temple Street Los Angeles, CA 90012
Monica Kittock, Lib.-Media Supv. Office of the Superintendent of Public Institutions 1300 11th Avenue Helena, MT 59601	Dolores Colburg, State Supt. of Public Instruction State Capitol Helena, Montana 59601

Participant	Administrator
Dolores Fay Laners Librarian, Head of Public Services Clark College Learning Center 1800 East McLoughlin Boulevard Vancouver, WA 98663	Ellis Dunn, Dean of Instr. Clark College 1800 E. McLoughlin Blvd. Vancouver, WA 98663
Ronald Lautaret Asst. Dir. for Public Services Anchorage Higher Education Consortium Library 3211 Providence Avenue Anchorage, AK 99504	Jack O'Bar, Director Anchorage Higher Education Consortium, Consortium Lib. 3211 Providence Avenue Anchorage, AK 99504
Leslie M. Lieurance Audio-Visual Consultant Wyoming State Library Cheyenne, WY 82002	Phyllis Baker, Chief Consultant Wyoming State Library Cheyenne, WY 82002
Sue E. Littlepage, Ref. Librarian Great Falls Public Library 2nd Avenue North & 3rd St. Great Falls, MT 59401	Alene Cooper, Director Great Falls Public Library 2nd Avenue North & 3rd St. Great Falls, MT 59401
Mollie Mattison Reference/Interlibrary Loans Libn. Billings Public Library 510 North Broadway Billings, MT 59101	Robert Cookingham, Lib. Dir. Billings PUblic Library 510 North Broadway Billings, MT 59101
*Barbara J. Mauseth, Director Library Development Division Nevada State Library - Capitol Complex Carson City, NV 89710	Joseph J. Anderson State Librarian Nevada State Library Carson City, NV 89701
Barbara A. Micheel Personnel Development Consultant Colorado State Library 1362 Lincoln Denver, CO 80203	Deputy State Librarian Colorado State Library 1462 Lincoln Denver, CO 80203
James Minges, PUblic Lib. Consultant South Dakota State Library 322 South Fort Street Pierre, SD 57501	Herschel V. Anderson, State Libn. South Dakota State Library 322 South Fort Street Pierre, SD 57501
Wendy Muchmore, Reg. Programs Coord. Washoe County Library P. O. Box 2151 Reno, NV 89505	William E. Andrews, Director Washoe County Library P. O. Box 2151 Reno, NV 89505

APPENDIX A-1

Participant	Administrator
M. Kay Ogman, Curriculum Consultant Secondary Library 4100 Normal Street, Room 2005 San Diego, CA 92103	Don Chamberlin, Director Instructional Services San Diego City Schools 4100 Normal Street San Diego, CA 92103
Larry Ostler, Coord. of User's Serv. Ricks College Rexburg, ID 83440	Gale Reeser, Director of Learning Resources Center Ricks College Rexburg, ID 83440
John Peters, Director Natrona County Library 307 East 2nd Casper, WY 83601	Peters
Marilyn Poertner, Asst. Dir. Boise Public Library Boise, ID 83706	Wm. F. Hayes, Director Boise Public Library Boise, ID 83706
Haul M. Reddick, Dir. Resource Center Mohave Community College 1971 Jaqerson Avenue Kingman, AZ 86401	Dr. Vincent Salmon, Dean of Instr. Mohave Community College 1971 Jaqerson Avenue Kingman, AZ 86401
Stanley Ruckman, Asst. Dir. of Learning Services, Head Libn. Linn Benton Community College 6500 S. W. Pacific Albany, OR 97321	O. R. Adams, Dean of Instr. Linn Benton Community College 6500 S. W. Pacific Albany, OR 97321
Lucille E. Schwender Lib. Technician II - Documents Center Washington State Library Olympia, WA 98504	Corinne B. Ackley, Documents Admin. Washington State Library Olympia, WA 98504
Dwight W. Shannon Associate Director of Libraries California State University Chico, CA 95929	Dr. Phyllis Bush Dean of Learning Center California State University Chico, CA 95929
James Soester, Director Great Bend Public Library and Central Kansas Library System Great Bend, KA 67530	Soester

APPENDIX A-1

Participant	Administrator
M. Eleanor Streeter, Admin. Asst. California State Library P. O. Box 2037 Sacramento, CA 95809	Nancy Percy, Admin. Exec. to the State Librarian California State Library P. O. Box 2037 Sacramento, CA 95809
Frank J. Swan, Asst. Director Jackson County Library System 413 West Main Street Medford, OR 97501	Hardin E. Smith, Director Jackson County Library System 413 West Main Street Medford, OR 97501
William A. Tietjen, Asst. Reg. Libn. Lewiston Nez Perce County Library System 533 Thain Road Lewiston, ID 83501	Edward G. Linkhart, Director Lewiston Nez Perce County Library System 533 Thain Road Lewiston, ID 83501
Marty Tucker, Asst. State Librarian Kansas State Library 535 Kansas Avenue Topeka, KA 66603	Ernestine Gilliland State Librarian 535 Kansas Avenue Topeka, KA 66603
*Geneva Van Horne, Associate Professor Library-Media Education University of Montana Missoula, MT 59801	F. Rummel, Dean University of Montana Missoula, MT 59801

*Institute Advisory Team
5/10/76

APPENDIX A-1

ANALYSIS OF PARTICIPANTS AND THE TYPE OF ORGANIZATION FROM WHICH THEY COME

		Total No. of Participants	State Agency	Public	Academic	School
1.	Alaska	1			1	
2.	Arizona	3		1	2	
3.	California	3	1	1	1	
4.	Colorado	3	1	1		1
5.	Idaho	4		2	2	
6.	Kansas	2		2		
7.	Montana	4	1	2	1	1
8.	Nevada	4	1	2	1	
9.	Oregon	5		3	2	
10.	South Dakota	4	1		2	1
11.	Washington	5	1	3	1	
12.	Wyoming	2	1	1		
		40	7	18	13	3

APPENDIX A-2

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

INSTITUTE STAFF

Maryann Duggan, Institute Director, was responsible for the overall conduct of the Institute, providing guidance and consultation to assure congruence with other WICHE Library Program components, functioning at the level of policy-making and priority-setting rather than implementation. During 1975-1976, Ms. Duggan was Director of the WICHE Continuing Education and Library Resources Program.

Barbara Conroy, Associate Institute Director, was responsible for the coordination and implementation of the Institute, designing and supervising the communication links, coordinating faculty and staff planning, and providing liaison between participants, staff, evaluator and the library community. Ms. Conroy is a free-lance educational consultant with home/office in Tabernash, Colorado.

Ann Peckham, Secretary, was responsible for correspondence, recordkeeping and general office functions, as well as editing the Staff Development Information Exchange newsletter, and acting as local coordinator for the Denver and Boulder training functions.

(Ms. Peckham was preceded by Ms. Flora Bovis who served the Institute from June to October, 1975)

Barbara Jones, Evaluator, was responsible for the evaluation plan, all feedback reports, the final evaluation report and the formative evaluation process throughout the Institute. Ms. Jones is Director, Affirmative Action Program and Associate Professor of Communications, University of Colorado, Boulder.

* * * * * * * * * * * * * * * * * * * *

FACULTY AND RESOURCE PERSONS SERVING THE TRAINING ACTIVITIES OF THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Mini-Workshop, June 28, 1975, San Francisco, California

These individuals were responsible for preparing and presenting information about how to conduct needs assessment.

Dr. Lawrence Allen, Professor, College of Library Science, University of Kentucky, Lexington, Kentucky.

Ms. Barbara Weaver, Regional Administrator, Central Massachusetts Regional Library System, Worcester, Massachusetts.

APPENDIX A-2

Basics Workshop, November 4-7, 1975, Boulder, Colorado

These individuals were responsible for the Workshop focus on the fundamental principles of training and development programs, specific techniques and materials and integration of affirmative action principles. In addition, they were available to work in a coach-consultant role with Institute participants.

Albert Marshall, Dean of Academic Services, Eastern Michigan University, Ypsilanti, Michigan.

Theodore Martin, Affirmative Action Officer, Community College of Denver, Denver, Colorado.

Brooke Sheldon, Doctoral Student, School of Library and Information Science, University of Pittsburgh, Pittsburgh, Pennsylvania.

Barbara Weaver, Regional Administrator, Central Massachusetts Regional Library System, Worcester, Massachusetts.

Problem-Solving Clinic, April 8-9, 1976, Denver, Colorado

These individuals were responsible for the Problem-Solving Clinic which focused on individual attention to staff development concerns.

Carolyn A. Snyder, Personnel Librarian, Indiana University Libraries, Indiana University, Bloomington, Indiana.

Travis E. Tyer, Senior Consultant, Illinois State Library, Springfield, Illinois.

Joyce Veenstra, Assistant Personnel Librarian, Columbia University Libraries, Butler Library, New York, New York.

Problem-Solving Clinic, April 19-20, 1976, Portland, Oregon

These individuals were responsible for the Problem-Solving Clinic which focused on individual attention to staff development concerns.

Audry Kolb, WSACL Staff, Washington State Library, Olympia, Washington.

B. J. Mitchell, Associate Director, California State University Library, Northbridge, California.

Roger Parent, Librarian, Mercantile Library, New York, New York.

Brooke Sheldon, Doctoral Student, School of Library and Information Science, University of Pittsburgh, Pittsburgh, Pennsylvania.

APPENDIX A-3

WESTERN COUNCIL FOR THE WICHE CONTINUING EDUCATION AND LIBRARY RESOURCES PROGRAM

The Council serves as the "board" for the WICHE Continuing Education and Library Resources Program, setting policies, approving budgets, recommending action, evaluating performance, and reviewing staffing. Members of the Western Council co-funded the WICHE/USOE Institute for Training in Staff Development and served in a general advisory capacity after having approved the objectives and intent of this Institute. Regular reports were made to the Western Council on the progress, problems, and priorities of the Institute.

*Mr. Richard B. Engen, Director, Division of State Libraries, Alaska State Library, State Capitol Building, Pouch G, Juneau, Alaska 99801

*Mrs. Marguerite B. Cooley, Director, Department of Library and Archives, State Capitol Building, Phoenix, Arizona 85007

*Mrs. Ethel Crockett, State Librarian, California State Library, Box 2037, Sacramento, California 95809

*Ms. Helen M. Miller, State Librarian, Idaho State Library, 325 W. State Street, Boise, Idaho 83702

*Mrs. Alma Jacobs, State Librarian, Montana State Library, 930 East Lyndale Avenue, Helena, Montana 59601

*Mr. Joseph J. Anderson, State Librarian, Nevada State Library, Carson City, Nevada 89701

*Ms. Eloise Ebert, State Librarian, Oregon State Library, Salem, Oregon 97310

*Mr. H. Vince Anderson, Director, South Dakota State Library Commission, 322 South Fort Street, Pierre, South Dakota 57501

*Mr. Roderick Swartz, State Librarian, Washington State Library, Olympia, Washington 98504

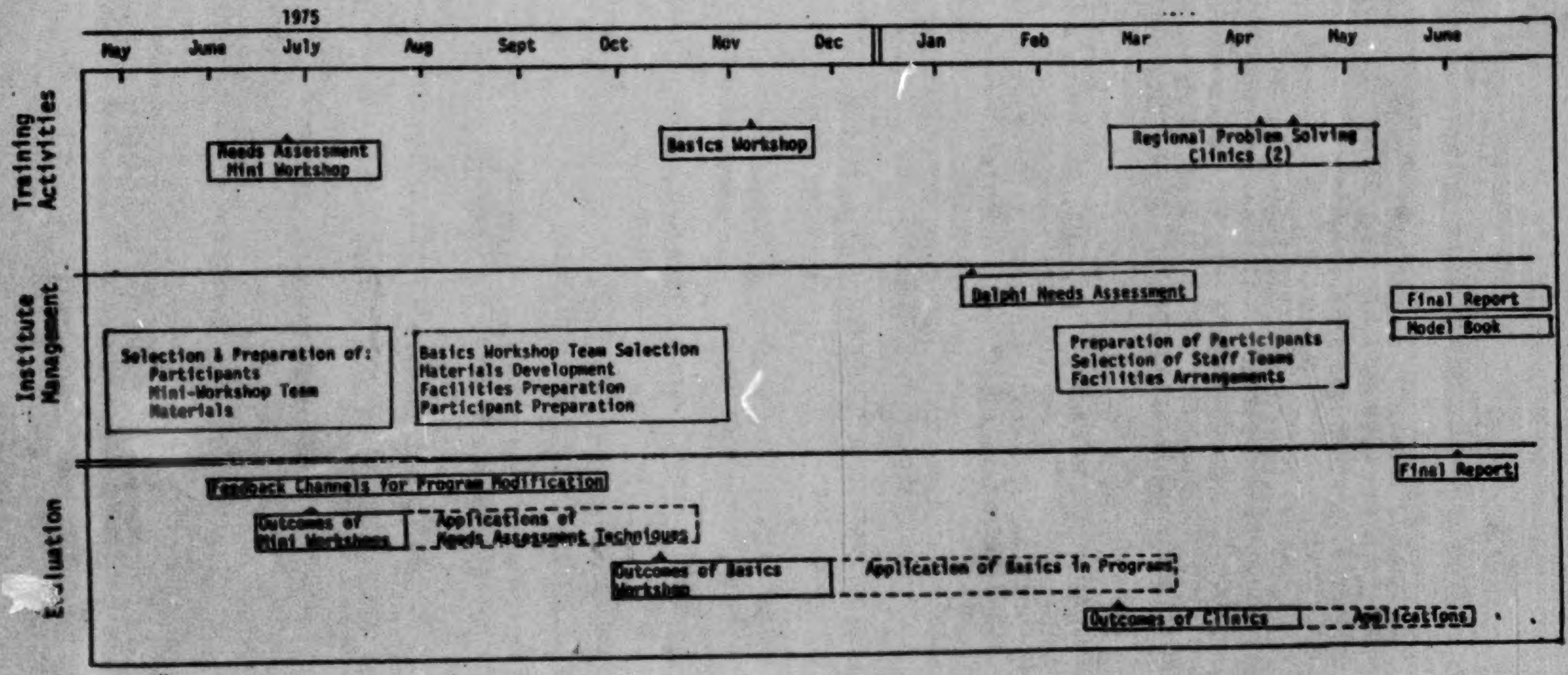
Mr. William H. Williams, State Librarian, Supreme Court & State Library Building, Cheyenne, Wyoming 82002

*Current members of the Western Council for the WICHE Continuing Education and Library Resources Program

APPENDIX A-4

SEQUENCE OF EVENTS FOR THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

1975 - 1976



APPENDIX A-5

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Institute Communication

1975

May	Letters to state librarians requesting their nominations for individuals to be considered for applicants.
	Informational and invitational letter including application and needs assessment form sent to all nominated individuals.
June	Notification of selected applicants, their administrators and state librarians.
	Informational mailing on the Mini-Workshop on Needs Assessment -- faculty, site, time.
	Informational mailing and invitation to OE Regional Program Officers including Mini-Workshop plans and Institute list of participants. Similar mailings sent to state librarians and participants' administrators.
	Materials distributed at Mini-Workshop: Summary of general methods of need determination, Needs Assessment Survey Instrument, Formulating Objectives.
July-August	Post Mini-Workshop mailing to participants including three books: Leonard, Conroy, Sheldon; participant list, Revised Needs Assessment Survey Instrument; Staff Development Bibliography; Progress Report #1.
	Distribution of Mini-Workshop audio tapes.
August	Final selection and preparation of Basics Workshop faculty with needs assessment data on participants, informational material on program.
September	Correspondence leading to Institute Advisory Team meeting to review workshop design and plan their communication with participants.
October	Informational material -- arrangements, faculty, schedule -- to all participants, administrators, state librarians and Office of Education. Letter to participants included request for them to bring: needs assessment information, draft objectives, personal learning goals and supportive materials, surveys, etc., plus the suggestion for them

APPENDIX A-5

October (cont'd)	to contact their affirmative action officer. Mailing included the Workshop Way of Learning.
	Evaluator sent separate cover letter and initial form.
	Correspondence and conference call used for final planning of Basics Workshop faculty.
November	Handout materials provided at the Basics Workshop: ALA Affirmative Action Informational kit, Action planning handout.
December	Post-Workshop mailing included Progress Report #2 and Feedback Report #1 (from the evaluator) with cover letters to participants which urged keeping a log and requested contributed items for the first issue of the Staff Development Information Exchange.
	Final participant list mailed with the cover letters.
	Explanatory material about the Delphi method together with Delphi Round #1 mailed to participants and state librarians.
	Letter to administrators encouraging continued interest.
1976	
January	Staff Development Information Exchange issue #1 and Delphi Round # 2 with cover letter.
February	Delphi Round # 3 with cover letter
	Mailing to convene Institute Advisory Team pre-Clinic meeting.
March	Staff Development Information Exchange issue #2 mailed with Library Affirmative Action Planning Guidelines (ALA).
	Informational mailing about the clinics -- dates and sites, resource people, registration card and sample model.
April	Phone interviews done by resource people with each registered participant. Conference calls to finalize staff planning for Clinics.
May	Progress Report #3 and the final book for participants. Models reviewed, edited, returned to original author for approval.
June	Distribution of Final Report and Model Book with cover letter to Office of Education, state librarians, administrators and participants (accompanied by certificate of completion of Institute).

ATTACHMENT
Institute Feedback Report #1

Barbara Jones

Responses from original questionnaire:

Participants' profile (as reported)

Minority: 1 Physically handicapped: 2 Veteran: 3

Men: 17 Women: 24

Age: 25-35: 16 35-45: 16 45-55: 6 Over 55: 1

Some ideas gleaned from individual and group interviews:

"What do you think of the Institute at this point?"

Interesting approach to learning. . .Good possibilities for change. . .Feeling good about it. . .It has been good for me, though not what I expected. . . Hope to influence staff toward change. . .Wonder where it's going. . .Needs assessment at San Francisco was not adequate. . .Frustrated because I didn't understand about the homework I should have done. . .Too narrow. . .Mini Workshop tapes didn't tell me what I should be doing. . .Group reinforcement has helped. . .I expected a model I could build on. . .First workshop I've been in where small group sessions were useful.

Some responses from Basics Workshop Questionnaire:

1. "What were your expectations for the Basics Workshop (BW)?"

   Predictably, most people expected to learn the techniques of training and staff development and to develop a program based on needs assessment. There were other expectations, however, ranging from "to learn" to "to be fired up and learn it all."

2. "How well were these expectations met?"

   Most people wrote something like "very well," "well," "pretty well," and "beyond expectations." A few put "partially," "poorly," or "not at all," and one said "can't say yet."

3. "What competencies did the BW help you improve?"
   Most frequently mentioned were goal and objectives analysis, developing plan components and evaluation.
4. On the question asking for an estimation of progress toward the five Institute goals, there was a wide range of answers (from a little to a lot) on all five objectives. It appears that people thought the most progress was made on Objectives #3 (develop western regional network) and #5 (meet needs of minorities and women).
5. Most of the people who responded to the questions about access to the staff and opportunities to participate checked either "excellent" or "good."
6. Thirty-eight people answered "yes" that they were able to make contact with (or strengthen relationships with) colleagues and three answered "no."
7. All but two people indicated they would attend another workshop like the BW; one said "no" and one said "don't know."
8. The two questions asking about WICHE's role brought many different responses but the following were the most frequently given: Catalyst for improved resource sharing. . .coordinating networking activities. . . consultants, advisory. . .provide resource persons and materials. . . distribute information on the field, perhaps in a newsletter.
9. All but one person felt more qualified to plan and implement a Staff Development Training Program after the BW.
10. The programs on Affirmative Action and Evaluation got the most votes for "most helpful", while "Program Planning and Developing Program Objectives" were most often checked as "least helpful." As you might expect, some sessions judged most helpful by some turned up on the least helpful list of others.

APPENDIX A-6

P. O. Drawer P, Boulder, Colorado 80302 • (303) 492-7310
Western Interstate Library Coordinating Organization

WICHE
Western Interstate Commission for Higher Education
an equal opportunity employer

May 18, 1976

TO: Participants, WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

FROM: Barbara S. Jones, Institute Evaluator

SUBJECT: Feedback Report #2

All participants at the Problem-Solving Clinics (30 people) were given a brief Post Basics Workshop questionnaire on which to report later thoughts or developments. In addition, Post Basics Workshop forms were mailed to the 11 people who did not attend a Clinic; only one of these forms was received in time to be included here.

Following is a summary of the responses:

1. Looking back at the Basics Workshop last November, have you changed your estimate of its value?

   Denver: Yes: 3 No: 3 Not sure: 3
   Portland: No: 16 Not sure: 5
   Mail: No: 1

   Typical comments: "Don't remember what my original estimate was but I think it was pretty high so I haven't changed it much." "My consciousness has been raised." "Now that we are really into a program I see more opportunities for direct application."

2. Have you experienced any changes in perceptions or attitudes about the Basics Workshop?

   Denver: Yes: 3 No: 3 Not sure: 3
   Portland: Yes: 5 No: 14 Not sure: 2
   Mail: No: 1

   Typical comments: "Time has mellowed me, plus I have perceived that certain problems came about from sources other than originally thought."

APPENDIX A-6

"I had hoped for more than I got." "I wonder how applicable it was to our smaller libraries." "I'm more positive and optimistic and better able to apply principles."

3. What effect did the Basics Workshop have on your Staff Development Program?

   Typical comments: "Prompted me to get busy; caused me to pay greater attention to the need for evaluation." "More practical use of staff meetings." "Increased my awareness and thus changed my approach to Affirmative Action." "Increased recognition of the importance of staff development and the complexities involved." "Have held one half-day session and in process of planning a series." "Egg process extremely helpful." "Caused formulation and administration of needs assessment instrument." "Made me less impatient with our progress." "More thought to evaluation." "Made me aware of the things we weren't doing."

4. How many contacts with other Institute participants have you had since the Basics Workshop?

	None	1-6	7-15
Denver:	1	5	3
Portland:	7	13	1
Mail:		1	

5. Reflecting back on the Basics Workshop now, what do you wish had been done differently or better?

   Typical comments: "I wish there had been more informative presentations that presented information compactly; the large discussion sessions were frustrating." "More specific focus." "More pre-conference contact and evaluation." "More actual teaching in the sense of having us work and be evaluated." "A smaller group would have allowed more individual participation." "I wish this had been based on a real need as expressed by me rather than by WICHE." "More orientation for the participants; I expected more individual attention on developing a specific plan for my library." "I would like to have participated in a walk-through of a successful staff development program, using actual data."

APPENDIX A-6

P. O. Drawer P, Boulder, Colorado 80302 • (303) 492-7310
Western Interstate Library Coordinating Organization

WICHE
Western Interstate Commission for Higher Education
an equal opportunity employer

May 18, 1976

TO: Participants, WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

FROM: Barbara S. Jones, Institute Evaluator

SUBJECT: Feedback Report #3

Here are some of the responses from the evaluations of the Problem-Solving Clinics. Thirty people completed questionnaires, at least in part.

1. What competencies did the P-SC help you improve?

   The most often mentioned at the Denver Clinic were planning techniques, need for involvement of others and help in group processes. Top ranked at the Portland Clinic were techniques for change and evaluation, planning, communication and group interaction.

2. Do you feel more qualified to plan and implement a Staff Development Training Program?

   At Denver there were 7 yes and 0 no answers. At Portland, 15 said yes and 5 said no.

3. How effective was the P-SC training design or format?

   At Denver 2 said excellent and 6 said good. At Portland there were 10 good, 8 fair and 3 poor.

4. How would you evaluate your access to staff members?

   At Denver, 2 said excellent, 4 said good and 2 said fair. At Portland there were 8 excellent, 10 good, 2 fair and 1 poor.

5. How would you evaluate your opportunities to participate?

   At Denver 5 said excellent and 3 said good. At Portland, 14 said excellent, 4 said good and 3 said fair.

6. What was done, if anything, which caused you to be less resistant, more open and receptive to the Clinic?

   Some people felt they had been open and receptive all along. The most frequently mentioned aspect at Denver was the smaller size.

This aspect was also mentioned favorably at Portland but some people felt that the Portland Clinic was still too large a group. Other aspects that were mentioned more than once by the Portland participants: open atmosphere; attitude of staff; more contact with resource people; time passed and expectations lowered; and they came better prepared.

7. People at both Clinics felt the most progress had been made on Objective #2 (To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services) and the least progress on #5 (To address the specific and unique needs of ethnic minorities and women in staff development programs.)

5/18/76
Y-4

PRELIMINARY DRAFT -- EVALUATION PLAN

WICHE/USOE INSTITUTE FOR LIBRARY STAFF DEVELOPMENT

PHASES OF EVALUATION -- THE "WHAT" TO EVALUATE

PHASE I	Background information Design of program MiniWorkshop Needs assessment
PHASE II	Basics Workshop Background information Program design Consulting process
PHASE III	Regional Problem-Solving Clinics
PHASE IV	FINAL OUTCOMES

A. Achievement of Institute Goals

1. Increased number of and improved quality of staff development programs
2. Staff development functions understood and accepted, and greater understanding of personnel management role
3. Organization of regional network of training and development personnel begun
4. Influence of program extended beyond participants
5. Unique needs of minorities and women identified and addressed

B. Participant's Development

Personal

1. Quality of own needs assessment
2. Quality of plan to meet needs
3. Success in achieving personal goals

Professional

1. Quality of needs assessment for staff
2. Quality of inservice training design
3. Program objectives
4. Program learning activities
5. Evaluation plan
6. Quality of staff development
7. Ways and means of resource sharing

C. Participant's Organization

1. Effectiveness of staff development, continuing education program
    a. For individual
    b. For group
2. Quality of library service
3. Quality of organizational effectiveness
4. Kind and quality of organizational change
5. Role in staff development network

PHASE V OVERALL PROCESS, METHODS

1. Communication
    a. Interpersonal
    b. Group
        Among staff
        Among participants
        Between and among staff and participants

2. Decision-making and problem-solving processes
3. Consulting process throughout
4. Facilities and arrangements
   Details of management, housekeeping, logistics, etc.
5. Training methods
6. Training materials

EVALUATION METHODS -- THE "HOW" TO EVALUATE

1. Discussions with: staff
   participants
   library users
2. Audio and video tapes
   for instant feedback for participants
   for later replay for in-depth analysis
3. Instruments
   for reporting from individuals and groups and as a basis for group interaction
   Example: Questionnaire
   Delphi Consensus Forms
4. Interviews
5. Observations
6. Analysis of correspondence and other materials
7. Additional methods developed as need arises and inspiration strikes

APPENDIX A-7

(Used by the Associate Director and the Institute Advisory Team.)

NAME ________________________________

On the assumptions (which may or may not be true) that the Institute cannot expect to be equally successful in achieving all of its goals, rank the following possible goals according to the priority you think they should have: (no ties, please)

Rank		Goal
___	1.	Personal development of Institute participants
___	2.	Professional development of Institute participants
___	3.	Increased number of and improved quality of staff development programs
___	4.	Identifying and working on the unique needs of minorities and women
___	5.	Improved library service throughout the region
___	6.	Organization of regional network of training and development personnel
___	7.	Greater understanding of personnel management role
___	8.	Improved organizational effectiveness
___	9.	Improved staff development in libraries and systems beyond those represented by participants
___	10.	Development of ways and means for resource sharing

over

(Used by the Associate Director and the Institute Advisory Team.)

Now to assist in the development of criteria for measuring how well these goals were achieved, please write an operational definition for your top five goals. In other words, for each of your top five goals, answer the question, "I will know this goal has been achieved when . . ." We are looking for measurable outcomes so please be as specific as possible in terms of behavior or something measurable.

Goal Ranked

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

APPENDIX A-7

REF: Y-1

DEADLINE: 10/29/75

NAME: ______________________ POSITION: ______________________
WORK ADDRESS: ____
______________________ ZIP: ________ PHONE: ______________
HOME ADDRESS: ____
______________________ ZIP: ________ PHONE: ______________

1. Briefly describe the scope of your present responsibility (include your major professional activities, the number of people you supervise, etc.)

2. How many staff members are there in the library, agency or system for which you are planning a staff development program?

3. Are you a member of a minority race or religion? Yes ____ No ____

4. Are you physically handicapped? Yes ____ No ____

5. Are you a veteran of the armed services who served during the Viet Nam era? Yes ____ No ____

6. In which age bracket are you?
Under 25 ___ 25-35 ____ 35-45 ____ 45-55 ___ Over 55 ___

7. In rank order, list the three major reasons you applied to be an Institute participant.

8. Are these also your major goals for what you hope to attain from the Institute?
Yes ___ No ___ If no, list goals:

9. Are you hoping the Institute will help you
___ start a new staff development program
___ expand an existing staff development program
___ other (explain)

10. What do you now view as your prime needs that the Institute can help you meet?

11. On this continuum, indicate your assessment of your present competence to design and implement staff development programs:

/ 1 2 3 4 5 6 7 /
Highly Competent ... No Competence

12. On this continuum, indicate the amount of experience you have had in planning and implementing staff development programs:

/ 1 2 3 4 5 6 7 /

Too many programs to count	No experience with staff development programs

13. How effective has the communication from Institute staff members been so far?
Excellent ___ Good ___ Fair ___ Poor ___ Comments:

14. How useful have the materials been? Excellent ___ Good ___ Fair ___ Poor ___
Comments:

15. Have you completed the Needs Assessment of your organization at this time?
Yes ___ No ___ Comments:

16. Have you formulated draft objectives for a staff development program at this time?
Yes ___ No ___ Comments:

17. Did you order the tape of the Mini-Workshop sessions? Yes ___ No ___
If yes, how useful were the tapes? Excellent ___ Good ___ Fair ___ Poor ___
If no, why not?

The last three questions are to be answered only by those who attended the Mini-Workshop:

18. What did you learn at the Mini-Workshop that you didn't know before?

19. In what ways have you been able to apply what you learned at the Mini-Workshop?

20. Looking back now at the Mini-Workshop, how could it have helped you more?

APPENDIX A-7

P. O. Drawer P, Boulder, Colorado 80302 • (303) [illegible]
WICHE/USOE Institute for Training in Staff Development 492-7510

WICHE
Western Interstate Commission for Higher Education

October 15, 1975

To: W. Edwin Erickson
William R. Kinman
Barbara J. Mauseth
Geneva Van Horne

From: Barbara Jones, Institute Evaluator

Dear IAT Members:

First, let me thank you for your valuable assistance during your meetings in Salt Lake City last month. Both the tape of your discussion and the forms were most helpful.

Second, I would appreciate your comments and reactions to the enclosed draft Evaluation and Calendar, as well as the listing of measureable outcomes for each of the five principal goals. If you could give me feedback before the Basics Workshop, it would be appreciated. I am also enclosing for your information copies of my letter and questionnaire currently being mailed to participants.

With Barbara Conroy's help, I hope to schedule at least two meetings with you as a group during the Basics Workshop. The subject of one meeting would be to get your assessment of the Institute's effectiveness and results to date; the other meeting would be to get your help in designing means of gathering data for several aspects of the final report. I'd like this second session to be near the end of the Basics Workshop so that we can review and prioritize all of the suggestions gathered from participants and staff.

I'm looking forward to seeing the faces that go along with the voices of the Salt Lake City tapes.

Sincerely,

Barbara Jones
Institute Evaluator

BJ:FB
Encl: Draft--Evaluation and Calendar
Letter and questionnaire mailed to participants

CC: Maryann Duggan, Institute Director

APPENDIX A-7

DRAFT

EVALUATION PLAN AND CALENDAR

1975	Activities, events	Evaluation procedures, methods*
July	Preliminary, over-all evaluation design	
August	Advance materials, communication	Analyze correspondence, materials
September	Clarification (shared meanings) of goals, prioritizing among goals and objectives by Associate Director and IAT; development of operational definitions and measureable outcomes	Prepare instruments for basis of discussion among IAT and Associate Director. Analyze taped discussion, completed forms and reports
October	Mini-Workshop (held in June)	Analyze training and informational materials; and taped sessions. Compare expressed needs assessment with later survey. Survey participants re applications and uses.
	Self assessment of skills, attitudes of participants before Institute re desired competencies	Survey participants 1. Pre Institute Those who did not attend Mini-Workshop 2. Pre Basics Workshop Those who attended Mini-Workshop
		Develop participant profile from all data, detailing most often expressed needs and present level of skills/experience. Classify participants into three types: A. Least skilled, experienced B. Average C. Most skilled, experienced

* Plus informal feedback for program modification throughout

APPENDIX A-7

November	Basics Workshop	Observation, discussions with staff, IAT, participants. Follow-up pre-Institute and pre-Basics Workshop surveys with interviews and group discussions: 1. Interview all participants classified as A or C 2. Hold group interview with 10 to 12 representative B's (tape discussion for later analysis) Criteria for selection of B's: (1) Attendance or non-attendance at Mini-Workshop (2) Scope of responsibility, present and future (3) Size of library/community (4) Male/female (5) Minority/non-minority (6) Age Work with participants (all or ad hoc group) to develop means of gathering data from their staff, a sample of library users, their administrator, staff or representative libraries in the system for use in over-all evaluation. Hold group interviews with: Training Staff IAT Survey participant reaction at end of Basics Workshop re (1) workshop as a help; (2) feelings of adequacy to implement outline.
December	Evaluation Feedback	Feedback Report #1 to staff and IAT: Are we on target? Reading on project to date. Feedback Report #1 to participants

1976		
January	Basics Workshop (Cont'd.)	Survey participants re what concepts and skills learned at Basics Workshop and how they have been able to apply them. What is later estimate of value of Basics Workshop experience? What changes in perceptions, attitudes? What effect on staff development? Number of contacts with others since Basics Workshop.
February	Evaluation Feedback	Feedback Report #2 to staff and IAT: The bridge between the Basics Workshop and the Problem-Solving Clinics.
		Feedback Report #2 to participants.
March/April	Problem-Solving Clinics	Observation, discussions with staff; IAT; participants, plus participants' administrators where available.
		Interview participants not interviewed during Basics Workshop (remainder of B's).
May	Problem-Solving Clinics (Cont'd.)	Survey participants re applications of Problem-Solving Clinics; what was value and nature of learning.
	Evaluation Feedback	Feedback Report #3 to staff and IAT: Did we hit the mark? Help with preparing Final Report.
		Feedback Report #3 to participants.
June	Final Report	Survey participants re application of entire Institute and all components: Summative evaluation.

APPENDIX A-7

APPENDIX A-7

GOAL #1: Increased number of and improved quality of staff development programs

Measureable outcomes:

1. How many of the basic concepts provided by the Institute are included in the participant's staff development outline?
2. Did the participant plan and conduct a needs assessment which yielded information about needs of staff members, the organization, and the community?
3. Did the participant interpret and evaluate the needs assessment information to determine feasibility, to evolve priorities, and to make decisions concerning the focus of an inservice training program?
4. Did the participant formulate program objectives on the basis of the needs discovered in the assessment process?
5. Did the participant design a program of learning activities to accomplish the formulated objectives?
6. Did the participant plan for evaluating the training program?
7. Did the participant identify problems to be addressed at the Problem-Solving Clinics?
8. How many new staff development programs are planned and/or implemented in participant's library or system (1975-76 over 1974-75)?
9. Number and % of staff members in participant's library or system who report greater feelings of adequacy and development.
10. Any evidence from library users of increased use and/or satisfaction with service?

GOAL #2: Improved staff development in libraries and systems beyond those represented by participants

Measureable outcomes:

1. Number of requests for outline and model book.
2. Requests received by participants and training and institute staff members for information, help from other libraries or systems.
3. Reports of staff development programming performed by other western libraries and systems.
4. Any reports of improved organizational effectiveness from or about other libraries and systems.
5. How many new staff development programs are planned and/or implemented in regional libraries (1975-76 over 1974-75)?

GOAL #3: Organization of regional network of training and development personnel and development of ways and means for sharing staff development resources

Measureable outcomes:

1. Number of contacts with Institute staff to share ideas or resources, solve problems, generate new programs.
2. Reported efforts to share information and ideas among participants (number of contacts).
3. Reported communication linkages (new ones established, former ones expanded or used more frequently or differently.)
4. Compilation and distribution of list of competent and trained staff development personnel available to other libraries and systems.

GOAL #4: Improved individual professional competencies regarding staff development, including greater understanding of the personnel management role

Measureable outcomes:

1. Participant's own reports of increased competence and confidence in planning staff development for and with others.
2. Reports of participants' administrators on increased competence and confidence of participants and impact of staff development on the system.
3. Reports of initial and continued satisfaction with the Institute--individual professional goals met.
4. Participant's ability to design own (individual) personal and professional staff development program.
5. Participant's ability to articulate the value of staff development in own library, system or agency.

GOAL #5: Identifying and working on the unique needs of minorities and women

Measureable outcomes:

1. How well the "unique needs" are identified and met in needs assessment, outlines and staff development programs.

GOAL #5 (Cont'd)

2. How many staff development programs are devoted exclusively or primarily to increasing the competencies and confidence of minorities and women now engaged in library work.

3. Number of new affirmative action programs developed in participants' libraries and systems.

4. Number of outreach programs designed to identify and recruit qualified women and minorities into non-traditional library positions (positions not usually occupied by women and minorities, such as upper level administrative).

* * * * * * * *

APPENDIX A-7

REF: Y-1

EVALUATION: BASICS WORKSHOP NOVEMBER 7, 1975

NAME:________________________________

1. What were your expectations for the Basics Workshop (BW)?

2. How well were these expectations met?

3. Were there any unanticipated outcomes (positive or negative)? Explain.

4. What competencies did the BW help you improve?

5. Do you now feel more qualified to plan and implement a Staff Development Training Program? Yes____ No____ Explain.

6. Have you developed a training program outline? Yes____ No____ If no, explain.

7. Indicate how much progress you feel the Institute made toward each of its five objectives during the BW.

   Objective # 1: To increase the number and improve the quality of established staff development programs within libraries, library systems, and state library agencies in the West.

   /1 2 3 4 5 6 7/

   Little Progress — A lot of Progress

   Objective #2: To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services.

   /1 2 3 4 5 6 7/

   Little Progress — A lot of Progress

   Objective #3: To develop the nucleus of a western regional network of library training and development personnel to assure that inservice staff development efforts, once planned, can be sustained and that new training programs can be generated and shared.

   /1 2 3 4 5 6 7/

   Little Progress — A lot of Progress

Objective #4: To increase the possibility for influencing library systems and agencies not directly involved in this Institute to create new staff development programs or to utilize tested components from the models developed and disseminated by participants of this Institute.

/1	2	3	4	5	6	7/
Little Progress					A lot of Progress	

Objective #5: To address the specific and unique needs of ethnic minorities and women in staff development programs.

/1 2 3 4 5 6 7/

8. How would you rank the importance of the Institute objectives in terms of your Staff Development program needs and plans:

Objective	Rank
1	____
2	____
3	____
4	____
5	____

9. Reviewing the Basics Workshop, which session was the most helpful? Why?

10. Which session was least helpful? Why?

11. Which staff members would you most like to have involved in the Problem-Solving Clinics? Why?

12. How effective was the Basics Workshop training design or format?

    Excellent _____ Good _____ Fair _____ Poor _____

    Comments:

13. How would you evaluate your access to staff members?

    Excellent _____ Good _____ Fair _____ Poor _____

14. How would you evaluate your opportunities to participate?

    Excellent _____ Good _____ Fair _____ Poor _____

15. At the Basics Workshop did you make cor[illegible]th (or strengthen relationships with colleagues from your state or reg[illegible] will be helpful to you?

    Yes ___ No ___ Comments:

16. As you plan local programs, what role do you see for WICHE?

17. What role do you see WICHE playing in the improvement of local library systems in the next five years?

18. How would you rate the housing and meeting facilities?

    Excellent _____ Good _____ Fair _____ Poor _____ Comments:

19. How would you rate the food?

    Excellent _____ Good _____ Fair _____ Poor _____ Comments:

20. Would you come to another workshop like this one?

    Yes ___ No ___ Comments:

THANKS FOR YOUR HELP.

Barbara Jones

Ref: Y-4

APPENDIX A-7

POST BASICS WORKSHOP

EVALUATION
April, 1976

NAME:______________________________________

1. Looking back at the Basics Workshop last November, have you changed your estimate of its value?

   Yes_______ No_______ Not Sure______ Comments:

2. Have you experienced any changes in perceptions or attitudes about the Basics Workshop?

   Yes______ No______ Not Sure ______ Comments:

3. What effect did the Basics Workshop have on your Staff Development Program? Explain.

4. How many contacts with other Institute participants have you had since the Basics Workshop?

   None______ 1-6 ______ 7-15 ______ 16-25 ______ Over 25 ______

5. Reflecting back on the Basics Workshop now, what do you wish had been done differently or better? Explain.

APPENDIX A-7

EVALUATION: PROBLEM-SOLVING CLINICS April, 1976

NAME: ______________________________

1. What were your expectations for the Problem-Solving Clinic (P-SC)?

2. How well were these expectations met?

3. Were there any unanticipated outcomes (positive or negative)? Explain.

4. What competencies did the P-SC help you improve?

5. Do you now feel more qualified to plan and implement a Staff Development Training Program? Yes____ No____ Explain.

6. Have you developed a training program outline? Yes____ No____ If no, explain.

7. Indicate (by circling the appropriate number) how much progress you feel the Institute made toward each of the five following objectives during the P-SC:

   Objective # 1: To increase the number and improve the quality of established staff development programs within libraries, library systems, and state library agencies in the West.

   / 1 2 3 4 5 6 7 /
   Little Progress — A lot of Progress

   Objective #2: To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services.

   / 1 2 3 4 5 6 7 /
   Little Progress — A lot of Progress

   Objective #3: To develop the nucleus of a western regional network of library training and development personnel to assure that inservice staff development efforts, once planned, can be sustained and that new training programs can be generated and shared.

   / 1 2 3 4 5 6 7 /
   Little Progress — A lot of Progress

Objective #4: To increase the possibility for influencing library systems and agencies not directly involved in this Institute to create new staff development programs or to utilize tested components from the models developed and disseminated by participants of this Institute.

/ 1 2 3 4 5 6 7 /
Little Progress — A lot of Progress

Objective #5: To address the specific and unique needs of ethnic minorities and women in staff development programs.

/ 1 2 3 4 5 6 7 /

8. How would you now rank the importance of the Institute objectives in terms of your Staff Development program needs and plans:

Objective	Rank
1	____
2	____
3	____
4	____
5	____

9. Reviewing the P-SC which session was the most helpful? Why?

10. Which session was least helpful? Why?

11. Which staff members contributed the most to your learning and/or progress? Why?

12. How effective was the P-SC training design or format?

Excellent____ Good____ Fair____ Poor____

Comments:

13. How would you evaluate your access to staff members?

Excellent____ Good____ Fair____ Poor____

14. How would you evaluate your opportunities to participate?

Excellent____ Good____ Fair____ Poor____

15. At the P-SC did you make contact with (or strengthen relationships with) colleagues from your state or region that will be helpful to you?

Yes____ No____ Comments:

16. How would you rate the housing and meeting facilities?

Excellent____ Good____ Fair____ Poor____ Comments:

17. How would you rate the food?

Excellent____ Good____ Fair____ Poor____ Comments:

18. Would you come to another Clinic like this one?

Yes____ No____ Comments:

19. What was done, if anything, which caused you to be less resistant, more open and receptive to the Clinic?

THANKS FOR YOUR HELP.

Barbara Jones

APPENDIX A-7

FINAL OVER-ALL EVALUATION **INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT**

NAME: ________________________________

1. How would you rate the Institute over-all? (Circle one number please.)

1	2	3	4	5	6	7
Very Helpful			Somewhat Useful			No Help

   Comments:

2. What was the most effective aspect? Why?

3. What was the least effective aspect? Why?

4. Please make any comments which you have not been able to make on questionnaires or in our interview:

5. Any more thoughts on how a follow-up evaluation could be conducted?

6. Anything else?

To be included in the Final Report, this must be returned by May 25.

Thanks for all your help.

Barb Jones

PARTICIPANT INTERVIEWS April, 1976

Name:________________________ Location:________________________

1. What bugs you most about your back-home situation?

2. What is your back-home environment like?

3. Where are you in relation to your back-home situation? Plans? Goals?

4. Where are you in relation to the Institute? What do you think of it over-all?

5. To help me with evaluating the Institute, what should I ask you?

6. What recommendations would you give me so I can do a better job of evaluation?

7. I'll need some ways to measure the results of the Institute in your back-home situation. How should I do that? How will you help me?

8. How do you plan to conduct an evaluation of your staff development program?

9. How will you know if the Institute helped you achieve your goals back home?

APPENDIX B

PRINTED TOOLS AND PRODUCTS FROM THE WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

1975-76

Page

B-1. Bibliography. 73
B-2. Workshop Way of Learning. 80
B-3. Needs Assessment for Staff Development. . 82
B-4. Action Planning Outline 87
B-5. Program Planning Outline. 99

Forms used for the Institute Evaluation process may be found in Appendix A-6, page 43.

Note: The Evaluation Instruments in Appendix A could also be adapted for use in other situations.

(This bibliography was provided to each participant following the Needs Assessment Mini-Workshop in June, 1975, as a basis for following their individual interests and needs.)

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Bibliography

An initial bibliography of selected general titles

American Society for Training and Development, Inc., Professional Development Manual. Madison, WI., American Society for Training and Development, Inc., 1974.

A guide to assist those interested in increasing their understanding of the trainer's role and resources helpful in the trainer's personal development. Designed for those involved in training and development profession.

Burke, W., Warner and Richard Beckhard, eds. Conference Planning. 2nd ed. Washington, D. C., NTL Institute for Applied Behavioral Science, 1970.

A guide to planning and conducting effective conferences for diverse purposes.

*Chabotar, Kent J. and Lawrence J. Lad. Evaluation Guidelines for Training Programs. East Lansing, MI., Public Administration Programs, Michigan State University, 1974.

Guidelines for state and local trainers and administrators on the most beneficial approaches for evaluating specific types of training programs, given the many complexities and limitations involved in performing useful evaluations in real-world settings.

*Conroy, Barbara, Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria. Boulder, CO., WICHE, 1974. (Also available through ERIC).

Brief but comprehensive tool covering planning, implementing and evaluating staff development and continuing education programs for library personnel. This book is no longer available through WICHE.

Continuing Library and Information Science Education. National Commission on Libraries and Information Science. Washington, D. C., G. P. O., 1974 (Also published by American Society for Information Science).

Recommended by the National Commission the Continuing Library Education Network Exchange (CLENE) hopes to provide continuing professional education opportunities for librarians. Much basic information is included which would assist planners of training programs in areas such as needed content, preferred modes of learning, and motivations for continuing education.

Craig, Robert L. and Lester R. Bittle, eds. Training and Development Handbook. N. Y., McGraw-Hill Book Company, 1967.

The purpose of this book is to provide a broad reference source for those responsible for developing human resources in any organization. It illustrates the status of the overall practice of training and development as well as specific techniques to be used in developing training programs.

Davis, Larry Nolan and Earl McCallon, Ph. D. Planning, Conducting, Evaluating Workshops. Austin, Tx., Learning Concepts, 1974.

A complete, concise guide to adult education activities, beginning with a simplified survey of adult learning theory, the book moves step by careful step through the workshop process, from the earliest planning stage to the final evaluation.

Denova, Charles C. Establishing a Training Function. Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A basic guide to the problems of training in contemporary business and industry. Covers administrative and organizational requirements for a sound training function, basic aspects of the psychology of teaching and learning, and evaluation of results in training.

Engel, Herbert M. Handbook of Creative Learning Exercises. Houston, Tx., Gulf Publishing Company, 1973.

For the "inside" trainer, this book describes the selection and design of experiential learning exercises to be used in training activities. All the material in this book is geared to involve the participants directly and intensely in the training process.

Gorman, Alfred H. Teachers and Learners, the Interactive Process of Education. Boston, MA., Allyn and Bacon, 1969.

For teachers who wish to improve the interactive behavior in the classroom. The author builds on the basic assumption that effective teaching and learning is a process of communication among individuals in a group setting.

Grabowski, Stanley M. ed. Adult Learning and Instruction. Syracuse, N. Y., ERIC Clearinghouse on Adult Education, 1970.

An excellent collection of papers which discuss adult learning, instructional theory, and related issues in research and practice.

Ingalls, John D. and Joseph M. Arceri. A Trainers Guide to Andragogy. Washington, D. C., G. P. O., 1972.

A guide to new concepts and techniques in the field of adult education with particular emphasis on participative educational techniques.

Johnson, Stuart R. and Rita B. Johnson. Developing Individualized Instructional Material. Palo Alto, CA., Westinghouse Learning Press, 1970.

The overall purpose of this book is to assist teachers to improve the effectiveness of their instruction with the learners' needs as the prime consideration.

Kidd, J. R. How Adults Learn. Revised ed., N. Y., Association Press, 1973.

The author's purpose is to integrate ideas, theories and experience that will assist practitioners in adult education to better understand the adult learner as well as the process of adult learning.

Klevins, Chester, ed. Materials and Methods in Adult Education. N. Y., Klevens Publications, Inc., 1972.

Describes a wide range of diverse views on learning theory and implementation in the field of adult education. The main thrust of the book is as an aid to the teacher of adults in both formal and informal settings and at both pre-service and in-service stages of professional development.

Knowles, Malcolm S. The Modern Practice of Adult Education. N. Y., Association Press, 1970.

Serves as a basic and comprehensive guide in planning educational activities involving adults. Practical handbook, non technical language, straightforward approach.

Kozoll, Charles E. and Curtis Ulmer, eds. In-Service Training: Philosophy, Processes and Operational Techniques. Englewood Cliffs, N. J., Prentice-Hall, 1972.

A guide for the administrator or program planner on what to look for when instituting a staff development program and how to ensure a successful outcome.

Kozoll, Charles E. Staff Development in Organizations: Cost Evaluation Manual for Managers and Trainers. Reading, Ma., Addison-Wesley, 1974.

APPENDIX B-1

The author demonstrates that staff growth in any organization is more effective, more economical, and more acceptable to trainees if it is part of a system managed largely by in-house personnel. Also includes practical guidelines and a variety of training techniques with suggestions for putting theory into practice.

*Leonard, Edwin C. Assessment of Training Needs. East Lansing, MI, Public Administration Programs, Michigan State University, 1974.

Pulls together basic methodology on needs assessment in a systematized format and a single source. Includes instruments and extensive bibliography.

Lynton, Rolf P. and Udai Pareek. Training and Development. Homewood, Ill., Irwin, 1967.

Describes how to set up and maintain a training program-- the basic concepts, strategies and methods of training. Principles are drawn from experience.

Mager, Robert F. Preparing Instructional Objectives. 2nd ed., Palo Alto, Ca., Fearon Publishers, 1975.

A programmed text which assists the reader to formulate specific objectives to guide the development of training activities.

Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, Ca., Fearson Publications, 1968.

A guide for teachers on how to recognize behaviors they can use as evidence of favorable attitude in students. Describes three principles and techniques they can apply to help students be more favorably disposed toward their subjects of study, and offers a way of measuring success.

Mager, Robert F. Measuring Instructional Intent. Belmont, Ca., Fearon Publishers, 1973.

A book designed for those who want to know how well their instruction works and how to develop the basic tools with which to measure instructional intent.

Mager, Robert F. and Peter Pipe. Analyzing Performance Problems. Belmont, Ca., Fearon Publishers, 1970.

A procedure for analyzing and identifying the nature and cause of performance problems, and a method, via a quick-reference checklist, to determine which solution is most likely to work.

McCallon, Earl. Workshop Evaluation System Manual. Austin, Tx., Learning Concepts, 1974.

The contents are designed to provide a systematic approach to the evaluation of workshops via a scientifically developed instrument for the collection and analysis of participant evaluation input. Also included is a workshop evaluation scale designed to provide an overall assessment of the effectiveness of the workshop.

Nadler, Leonard. Developing Human Resources. Houston, Tx., Gulf Publishing Co., 1970.

A book for those actively involved in developing human potential. Discusses the function and background of human resource development, activity areas for training, education and development, and the role and function of the human resource developer.

Nixon, George. People, Evaluation and Achievement. Houston, Tx., Gulf Publishing Co., 1973.

An in-depth explanation of the function and importance of evaluation. Outlines the various types and uses of evaluation and its role before, during and after training in a multitude of diverse fields.

Peters, John M. and Curtis Ulmer, eds. How to Make Successful Use of the Learning Laboratory. Englewood Cliffs, N. J., Prentice Hall, Inc., 1972.

A guide to the procedures involved in planning a learning laboratory.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

The theme of the book is that learners can be trusted to learn and to enjoy learning when a facilitative person can set up an environment which encourages responsible participation in selection of goals and ways of reaching them.

Shaw, Nathan C., ed. Administration of Continuing Education. Washington, D. C., National Association for Public School Adult Education, 1969.

Apart from attention to recurring administrative responsibilities, problems, and practices, the book also includes implications of major thrusts for the next decade.

*Sheldon, Brooke E., ed. Planning and Evaluating Library Training Programs. Leadership Training Institute, Florida State University, 1973.

An attempt to interpret some current evaluation theory, and translate it into a workable structure for practical application by training program directors in the library world.

APPENDIX B-1

Stone, Elizabeth W., ed. Personnel Development and Continuing Education in Libraries. *Library Trends*, Vol. 20, No. 1, Urbana, IL., University of Illinois Graduate School of Library Science, 1971.

This issue attempts to make the reader aware of the extent to which libraries have used personnel development and continuing education as a means of bringing about the full utilization of talent, and of creating an organizational climate conducive to human growth. One section includes guidelines and a model for library personnel development.

Stone, Elizabeth W., ed. *New Directions in Staff Development*. Chicago, Il., Library Administration Division, American Library Association, 1971.

Has special emphasis on approaching staff development through participation in decision-making, management by objectives, motivation of library personnel, and on-the-job training.

Teachey, William C. and Joseph B. Carter. *Learning Laboratories, A Guide to Adoption and Use.* Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A guide to the operation of a learning laboratory covering physical arrangements, administration and instructional materials.

U. S. Civil Service Commission, *Administration of Training*. Personnel Bibliography Series No. 51, Washington, D. C., G. P. O., 1973.

An annotated bibliography covering all aspects of training administration.

U. S. Public Health Service. *Training Methodology: Part I - Background Theory and Research, Part II - Planning and Administration, Part III - Instructional Methods and Techniques, Part IV - Audiovisual Theory, Aids and Equipment*. An Annotated Bibliography. Washington, D. C., G. P. O., 1969.

Comprehensive bibliography, Part I, pertains to research and theory on individual behavior, group behavior, and educational training and philosophy. Part II pertains to aspects of instructional design, course planning, and training programs administration. Part III pertains to a variety of specific instructional methods and techniques. Part IV (outdated) describes the various audio visual media that can assist training activities

Vaill, Peter B. *The Practice of Organization Development*. Madison, Wi., American Society for Training and Development, 1971.

A study of organization development programs from the point of view of the organization members who plan and conduct them.

Veri, Clive C. and T. A. Vonder Haar. *Training the Trainer*. St. Louis, Mo., Extension Division, University of Missouri-St. Louis, 1970.

APPENDIX B-2

(This information sheet was provided to each participant prior to the Basics Workshop, November, 1975, as a preparation for the learning experience at that training activity.)

THE WORKSHOP WAY OF LEARNING

This workshop is planned to provide each participant with varied opportunities to increase each participant's ability to plan a staff development program. Along with these program planning skills will come the chance to exchange one's own point of view with others seeking the same goal of improved library services through better trained library personnel but perhaps considering a different approach.

The workshop will be a concentrated sequence of work sessions involving the staff and the participants in a step-by-step development of individual programs. Some sessions will involve the total group together, other sessions will involve smaller working groups. Time for participants to work alone or with consultant help is also scheduled. A wide range of resources--staff, books, research and work materials--will be available for each participant to use.

Certain basic principles are involved in effective adult learning, and this program, one of continuing professional education, is based on the following precepts. They are stated here to assure a common point of reference for those coming to the program:

> Learning is an experience which occurs inside the learner and is activated by the learner. Learning is not only a function of what a teacher does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. Learning flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them. Learning is a cooperative and collaborative process.
>
> Learning is the discovery of the personal meaning and relevance of ideas through experience. It is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what they need to learn.
>
> The processes of problem-solving and learning are highly unique and individual. Each person has his own unique styles of learning and of solving problems. People sometimes need help to define and to make explicit to themselves the learning approaches they ordinarily use.
>
> One of the richest resources for learning is the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. Learning situations which enable people to draw upon and share their personal experience and knowledge.

Includes tried and tested approaches for preparing trainers for the training process plus innovative ideas.

Warren, Virginia B. How Adults Can Learn More--Faster. Washington D. C., The National Association for Public Continuing and Adult Education, 1961.

A handy guide for adult learners or instructors who wish to improve their learning or instruction techniques.

Warren, Virginia B., ed. A Treasury of Techniques for Teaching Adults. Washington, D. C., The National Association for Public Continuing and Adult Education, 1964.

A guide for teachers working in adult education. The contents address such areas as creating a good climate for learning, planning an adult education course, creative teaching techniques to enable the teacher to retain the interest of the student in his learning endeavors.

* Copy provided each Institute participant.

Materials selected by Barbara Conroy
Annotations prepared by Flora Bovis

8/15/75

Learning is an evolutionary process and sometimes painful. It calls for giving up the old and comfortable ways of believing, thinking, and valuing.

The climate that promotes learning is most able to occur when these precepts are understood and accepted by those involved in the program--both staff and participants. We state them here for they provide the base from which the staff will work. The residential nature of this workshop will serve to foster concentration within the "learning community" we all create and will encourage full use of the resources brought together for you to use.

The staff will be working together for the existence of an open climate in which each individuals's learning is characterized by its uniquely personal and subjective nature. This goal can only be fulfilled in an atmosphere of acceptance and respect for each individual and of tolerance for ambiguity, difference, and confrontation. Deep and lasting learning is a cooperative process with built-in opportunities for self-assessment and reflection and to make good use of what is learned. It rests on the involvement and investment of the individual himself. The returns to the learner will be equal to the degree to which he/she invests himself/herself in the process of his/her own education.

Prepared by Barbara Conroy
Associate Institute Director
WICHE/USOE Institute for Training
in Staff Development, 1975-76

10/10/76

APPENDIX B-3

(NOTE: This needs assessment instrument was designed to assist participants who wished to adapt and use it in assessing the personal and organizational needs of their library, state agency or library system. The original was distributed at the Needs Assessment Mini-Workshop. The revised form includes participant-suggested modifications.)

NEEDS ASSESSMENT FOR STAFF DEVELOPMENT
(Revised)
WICHE/USOE Institute for Training in Staff Development
1975-1976

Staff development seeks to increase the capability of the personnel of an organization to more adequately and effectively meet organizational goals and objectives. A sound staff development is defined as coordinated and sequential efforts directed toward given objectives rather than specific isolated training activities. Such a program must address immediate and future needs of the organization and the people in that organization.

Essential questions that must be asked in the assessment process are:

who needs training?

what kind of training do they need?

when is training needed?

and, most important:

why is training needed?

(how? and where? are questions that are dealt with at a later point)

Needs assessment is not a one-time event because needs change for many reasons, such as, staff turnover, community and organizational changes, new equipment or changed policies.

You will need to plan carefully how you will proceed with your needs assessment. Encouraging the interest and involvement of the staff and administration will be vital. Help them understand how what you are doing will benefit them as individuals as well as increasing the effectiveness of the organization. It will be important to alleviate any potential threat that your efforts might cause.

Your careful and well planned steps at this stage--needs assessment- will ease your way later for subsequent steps as you:

- formulate program objectives
- plan a program of learning activities to achieve objectives
- assess available and needed resources
- select appropriate training techniques
- plan for program evaluation

Later activities in this Institute program will assist you with each of these steps.

It will be important to consider and use a combination of techniques to get useful information. Relying on a single method runs a risk of acquiring inadequate and unreliable information. You might use one-to-one interviews, small group discussions, review of performance evaluations, etc. Your selection of methods to obtain the information you need for planning will depend on such factors as: the time and resources available, the organizational norms and what you are comfortable and skilled with doing. This attached form can be modified to fit the techniques you choose.

NEEDS ASSESSMENT SURVEY INSTRUMENT

Developed for the

WICHE/USOE Institute for Training in Staff Development
1975-1976

The Needs Assessment Survey Instrument is a paper tool to assist you in making a needs assessment of your organization--your library, your agency or your system--for staff development. The questions and categories are offered as guidelines to help you pinpoint the areas of need for the training and development of individuals in your organization.

This is a guide to direct your attention to the kind of information you need to know in order to prepare an effective staff development for your staff and your organization. It offers one basic format which may be useful for a questionnaire, for individual or group interviews or for analysis of data. The arrangement of information and the format will both need to be modified to suit your own situation and your application of the basic questions.

The objectives of this Needs Assessment Survey Instrument are:

1. To provide the opportunity for you to survey the top priority staff development needs of your library, agency or system.
2. To assist in gathering the information you need to evolve a staff development program for your organization.
3. To provide a structured means for you to learn the needs assessment process.
4. To provide an introspective view of your library, agency or system in relation to personnel utilization and needs.
5. To revise this instrument so its application and use can be expanded beyond Institute participants (this version incorporates suggestions from Mini-Workshop participants).

In addition to the resources listed in the annotated Staff Development Bibliography provided to all Institute participants, the following may be of particular interest during the needs assessment process:

Atwood, H. Mason and Joe Ellis, "The Concept of Need: An Analysis for Adult Education." Adult Leadership, Vol. 19, no. 7 Jan. 1971 pp210.

Bellman, Geoffrey, "Surveying Your Supervisory Training Needs," Training And Development Journal, Vol. 29, no. 2 Feb. 1975.

Delbecq, Andre L. et. al. Group Techniques for Program Planning, A Guide to Nominal Group and Delphi Processes. Glenview, Ill. Scott, Foresman and Co. 1975.

APPENDIX B-3

Individual Needs

This information could be obtained from each staff member of a small or medium sized organization. For a large organization, a representative sample could supply the initial information. If you seek attitudinal information from individuals, this would be the place to insert questions related to those areas.

1. Which of your present job responsibilities require that you acquire more knowledge or skill in order to be able to improve your effectiveness? (List the responsibility and indicate the area of knowledge and/or skill that you need.)

2. What knowledge or skills do you anticipate you will need in order to prepare for your future job responsibilities?

3. What areas of personal growth interest you most? In what ways are they job related?

APPENDIX B-3

Individual Needs

For each of these areas and each of these categories indicate whether there is a high (H), Medium (M), or Low (L) level of need. Later assessment would be needed to define each category more specifically.

		For yourself	For your subordinates	For your colleagues	For your supervisor	For your administrators
A.	Technical knowledge and skills					
	Materials selection					
	Collection organization/ maintenance/preparation					
	Reference					
	Audiovisual and microforms					
	Media production					
	Data processing					
	Other (specify)					
B.	Public service knowledge and skills					
	Community needs and resources					
	Interpersonal and group communications					
	Human relations					
	Other (specify)					
C.	Knowledge of organizational goals					
D.	Planning skills					
E.	Problem Solving skills					
F.	Management skills					
G.	Supervisory skills					
H.	Public relations skills					
I.	Professional Issues and Concerns					
J.	Other (specify)					

APPENDIX B-3

Organizational Needs

For general purposes the term "organization" is used here to mean library, agency or system.

Note: Information about organizational needs should be obtained from various points of view and all levels of employees. Identification of the position of each respondent will be important in the analysis of needs.

1. List the current problems you see now facing this organization, then rank them in order of their importance or urgency, using 1 for most important, 2 for second most important, etc.

2. What are some problem areas you anticipate the organization will face in the future?

3. What capabilities will your organization require in the future that it does not now have?

"The activity which is the subject of this presentation was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

APPENDIX B-4

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT
(1975-1976)

(This needs assessment tool was used as an example of an additional method of identifying needs. It defined participant needs prior to the Problem-Solving Clinics and was the basis on which resource people were selected and activities planned.)

NEEDS ASSESSMENT FOR THE PROBLEM-SOLVING CLINICS

THE DELPHI TECHNIQUE

Feasibility is an important factor in the fulfillment of hopes or plans. Given the constraints, what can be done that is useful and relevant? We want the Clinics to be the most possible help to you in the implementation of your staff development program. Time and distance are important limiting constraints--and they are real.

We have sought a method that is economical of your time and effort and that will yield reliable information about needs of the Institute group. After considering various alternatives, we belive that the Delphi Technique meets those specifications and offers potential for:

- identifying needs around which to plan the Problem-Solving Clinic series,
- presenting an example of an alternative needs assessment tool,
- helping participants to think and plan ahead with regard to their staff development program,
- continuing to build the relationship among the participants which began during the Basics Workshop.

These possible outcomes have been the basis for planning the enclosed form which is due into the Institute office NO LATER THAN JANUARY 5th.

Generally speaking, the most realistic view of a situation comes from airing a number of perspectives. The Delphi is planned to bring your perspectives together and to yield an accurate and realistic picture of our futures with regard to staff development in the organization. This Delphi will ask your opinions -- what you think will happen, when it will happen and the nature of the impact.

APPENDIX B-4

Our plan for this technique is to have three "rounds" which will progress from general to specific needs. Information from the first round will be analyzed and a report on the group response will be sent to you together with a second round form. Group response from the second round will be sent to you mid-February with a third form which completes the sequence. From this third round, we will set the objectives and plan the Clinic activities.

Individual responses will be anonymous. The compilation of these individual responses will give a profile of the needs of the group. Each round will become more specific in clarifying the issues we face in seeking to implement staff development programs.

In case this technique interests you, these are a few resources which offer basic and background information:

Cyphert, F. R. and W. L. Gant. "The Delphi Technique: A Case Study." Phi Delta Kappan. vol.52, no. 5., January 1971, pp. 272-234.

Delbecq, Andre L. et. al. Group Techniques for Program Planning. A Guide to Nominal Group and Delphi Processes. Glenview, Ill., Scott, Foresman and Co., 1975.

Peterson, Sonya Delphi Technique: A Working Notebook. The A Corporation, Dundee, Illinois, 1972.

Rasp, Alfred, Jr. A New Tool for Administrators; Delphi and Decision Making. Office of the Superintendent of Public Instruction, Olympia, Washington, 1973.

Spikes, W. F. "The Delphi Technique and the Adult Educator". Mountain Plains Journal of Adult Education. vol. 4, no. 1, 1975. pp. 1-7.

Weaver, W. Timothy. "The Delphi Forecasting Method" Phi Delta Kappan. vol. 52, no. 5, January 1971, pp. 267-272.

APPENDIX B-4

NEEDS ASSESSMENT FOR THE PROBLEM-SOLVING CLINICS

DELPHI QUESTIONNAIRE #1

Please be clear and concise. Return your response in the self-addressed envelope enclosed, to be received BY JANUARY 5TH.

1. What do you anticipate are the major factors impeding the implementation of a staff development program in your organization?

2. What do you anticipate are the major factors facilitating the implementation of a staff development program in your organization?

3. Star (*) those items listed with which you have had direct and personal experience. Do this for both questions 1 and 2.

Thank you.

12/16/75
ISD

APPENDIX B-4

Note: Please give this your prompt attention.

January 6, 1976

TO: Participants of the WICHE/USOE Institute for Training in Staff Development

FROM: Barbara Conroy, Associate Institute Director

About half of the responses to the first questionnaire are in. They form the basis for this second questionnaire which is intended to:

- identify areas of agreement and disagreement
- share information about the first round of responses
- define and clarify priorities more specificatlly

The initial identification step now provides you the opportunity to "vote" for your priority needs. You will have a further opportunity on round three which will conclude the series.

You might wish to refresh your memory by reviewing the yellow information sheet on the Delphi or the references mentioned there. Or, you may just wish to review the first responses and indicate your own priorities. The importance of your response can not be over estimated. It is on this basis that staff, materials, etc., will be selected for the Problem Solving Clinics in the spring. Please note that we will need to receive your response by January 26th. Thank you.

APPENDIX B-4

Your Name:______________

NEEDS ASSESSMENT FOR THE PROBLEM-SOLVING CLINICS

DELPHI QUESTIONNAIRE #2

These were the items identified by participants in Questionnaire #1 as important barriers to implementing a staff development program. Please review them. If you wish to add comments expressing agreement, disagreement, or clarification concerning any of these items, please do so in the space provided. Also feel free to add new items at the end of the list.

Then, rank in order the ten most important items you see at this time. Use 1 for most important, use 2 for second most important, etc.

This completed form should be in the Institute office by JANUARY 26, 1976.

FACTORS IMPEDING IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM

Your Priority Vote	Items from Questions # 1	Your Comments
______	1. Time of my own, away from my other responsibilities, to adequately develop a full program based on needs as assessed.	
______	2. Time of staff to receive training.	
______	3. Constant workload demands of public service activities, related functions, and present on-going programs requiring priority consideration over staff development programs.	
______	4. Restrictive budgeting resulting in short staffing for primary programs and activities, let alone staff development programs.	
______	5. Clarity and refinement of goals affecting the organization.	
______	6. Priority agreement on goals among organization personnel.	
______	7. Honest and direct communication among all staff members.	
______	8. Misinterpretation of questions in needs assessment.	
______	9. Creating meaningful activities from compiled responses.	

Your Priority Vote	Items from Questionnaire #1	Your Comments
________	10. Some feeling among library personnel that we are not one "big happy family", but rather have splintered off into separate groups.	
________	11. Administrative disapproval of wasting time developing clerical staff.	
________	12. Adequate use of public media.	
________	13. Some resistance on the part of long-time staff members to try new responsibilities.	
________	14. Unusual amount of turnover in the last year.	
________	15. No one whose primary function is staff development.	
________	16. Great variety of staff needs.	
________	17. Lack of convinced management support of the idea of staff development.	
________	18. Lack of definition for the role of the staff in their own staff development.	
________	19. Location of low cost resource persons to conduct and/or assist with training activities.	
________	20. Physical distance.	

* *

FACTORS FACILITATING IMPLEMENTATION OF STAFF DEVELOPMENT PROGRAM

Your Priority Vote	Items from Questionnaire #1	Your Comments
________	1. My commitment to the concept, and my determination to get a program into the works.	
________	2. A strong feeling of need for staff development by the management level.	

APPENDIX B-4

Your Priority Vote	Items from Questionnaire #1	Your Comments
______	3. Staff desire for more relevant and personally interesting Staff Development programs.	
______	4. Desire and interest of library director for more responsible programs of provable benefit to their library staffs and the public.	
______	5. Planning for proposed changes.	
______	6. Utilization of staff in terms of present funding and present goals.	
______	7. A cooperative state library association.	
______	8. Cohesive state committee for continuing education whose members are dedicated.	
______	9. Some positive staff development has already occurred.	
______	10. Willingness of library personnel to look at new ideas.	
______	11. Economics makes people more receptive.	
______	12. Informal network of librarians.	
______	13. The time-consuming budget decisions are also staff development training.	
______	14. Staff is very interested in "new approach" of involving them in planning and problem solving.	
______	15. I have my foot in the door -- by virtue of the time, money, and effort that has been spent to send me to the WICHE workshops.	
______	16. Long established tradition of staff development programs.	
______	17. Existing communications system linking librarians to be trained.	
______	18. Pending system of certification of public librarians, of which continuing education requirements are an integral part.	

APPENDIX B-4

Your Priority Vote	Items from Questionnaire #1	Your Comments
________	19. Background of state committee members and familiarity with staff development resources.	

Thank you.

Mail to:
Institute for Training in Staff Development
WICHE
Library Resources Program
P. O. Drawer P
Boulder, CO 80302

NOTE: PLEASE GIVE THIS YOUR PROMPT ATTENTION.

January 30, 1976

TO: Participants of the WICHE/USOE Institute for Training in Staff Development

FROM: Barbara Conroy, Associate Institute Director

Respondents to the second Delphi Questionnaire have provided the basis for this third "round" of the Delphi. The highest ranking items are re-formulated on the basis of the priority setting process and the comments made on the earlier form.

The enclosed form -- Delphi Questionnaire #3 -- will be the final formal needs assessment process prior to the Problem Solving Clinic series, so be abundant in your indications of needs and wants in relation to that series.

Information provided from the Delphi process will guide and direct us as we seek resource faculty, as we assemble informational materials and as we select appropriate and convenient sites. Thank you for your time and your help.

A report will be issued later, which will detail the process and the findings of this Delphi. However, you might wish to consult the first informational mailing on it if you wish to know more about the intent and procedure of a Delphi.

Your response will need to be in the Institute office by February 27.

APPENDIX B-4

Your Name____________________

NEEDS ASSESSMENT FOR THE PROBLEM-SOLVING CLINICS

DELPHI QUESTIONNAIRE #3

COMMENTS & QUALIFICATIONS	MY NEED IS	VERY STRONG	STRONG	MODERATE	NONE
	1. I need to seek and select resource people for staff development activities.				
	2. I need to refine my present plan for staff development, especially reviewing and coordinating its objectives, activities and evaluation.				
	3. I need to know just what is required by my participation in the Institute program -- particularly information about the model that is expected of me before the end.				
	4. I need to establish a process by which I can continuously gain information about staff needs that constantly change.				
	5. I need to find ways to economically implement staff development activities -- making the most of what we have in-house supplemented where needed by outside resources.				
	6. I want the opportunity to share and exchange information with other Institute participants, particularly with regard to their problems and solutions in implementing staff development.				
	7. I need to know how to plan the details of training activities and how to put all the pieces together so all goes well.				
	8. I plan to use the Clinic as time away from the job so I can concentrate on getting ideas from other participants and resource people and in thinking through the overall staff development program I now have only tentatively in mind.				
	9. I want to review the findings of my needs assessment in order to determine if my plan of action is viable -- before I move further into implementation.				

COMMENTS & QUALIFICATIONS	MY NEED IS	VERY STRONG	STRONG	MODERATE	NONE
	10. I want to learn more about small group interaction techniques since so much of my staff development program involves effective group decisions and the commitment that comes from that process.				
	11. I need to know how to build a convincing case for more administrative support for our staff development function.				
	12. I need to build staff enthusiasm for staff development activities, including how to involve staff itself more effectively in the planning.				
	13. I need to know how to plan staff development which surmounts the big barrier of physical distance of staff.				
	14. I want to plan staff training which will facilitate our library's adoption of affirmative action.				
	15. I need to know more about instructional techniques including those using media.				
	16. I need help with determining sound evaluative methods for the program, including figuring out just what to do with the evaluative information found.				
	17. I need help in knowing how to diagnose my training problems and work them through to sound solutions.				
	18. I need to explore just how personal needs and organizational needs for staff development can be effectively combined.				
	19. I would like to hear from other participants just what they are doing, what staff development opportunities they are finding available in their area and what they are planning to do next.				
	20. I would like to know more about how to select relevant materials to support my training activities.				
	21. I would like to know more about staffing that would be required for the implementation of the staff development program I plan.				

APPENDIX B-4

COMMENTS & QUALIFICATIONS	MY NEED IS	VERY STRONG	STRONG	MODERATE	NONE
	22. I want to know how to plan the most effective use of staff development activities so that staff development can be accomplished with our regular workload.				
	23. I want to explore further techniques for involving staff in the program -- as planners, doers, evaluators.				

Mail to: Institute for Training in Staff Development
WICHE
Library Resources Program
P. O. Drawer P
Boulder, CO 80302

1/30/76
ISD-5

APPENDIX B-5

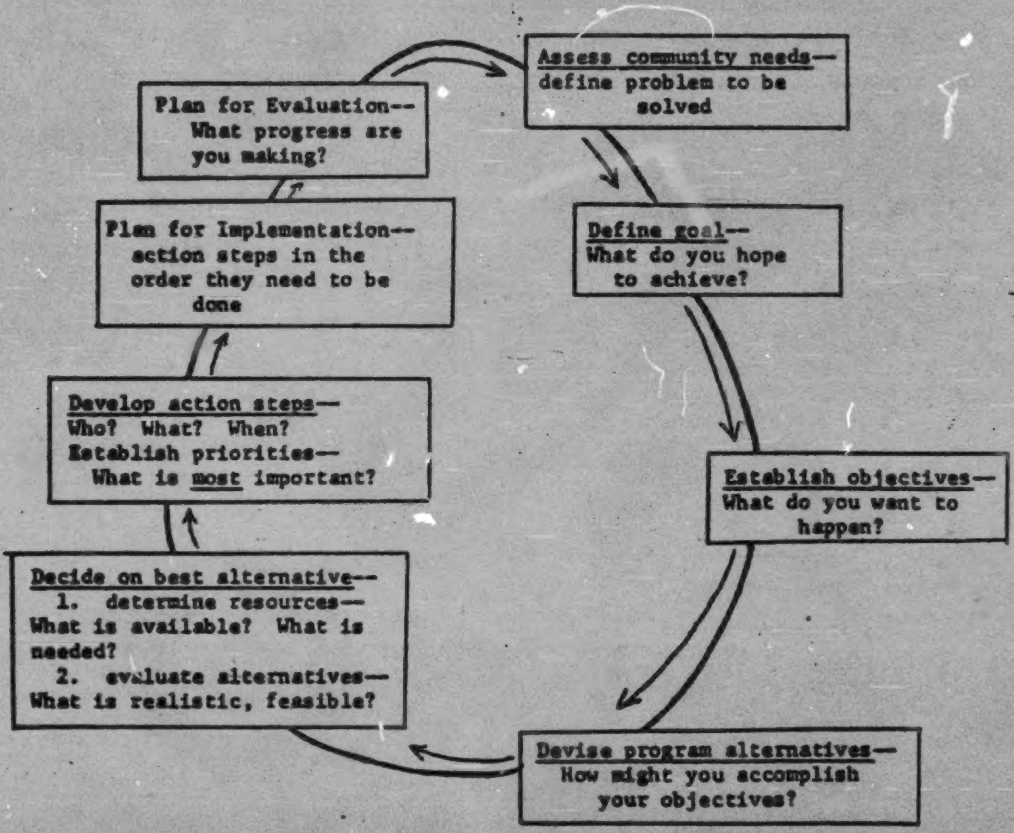
PROGRAM PLANNING OUTLINE

The following program planning outline was presented during the Basics Workshop to assist participants plan systematically for staff development in their organization. This planning tool was developed and used by the Outreach Leadership Network project in the six New England states in 1971-1972, a two-year effort funded through U. S. Office of Education, Higher Education Act, Title II-B.

APPENDIX B-5

ACTION PLANNING OVERVIEW

These are the necessary ingredients of a successful action plan. The general sessions of the workshop will present the sequence which moves "clockwise." However, individuals think, plan, and learn in very different ways. Staff members will endeavor to assist you at whatever step you are and to help you accomplish the other steps necessary to complete your plan for an action program—one which you can implement successfully after the workshop.


Assess community needs—define problem to be solved
Define goal—What do you hope to achieve?
Establish objectives—What do you want to happen?
Devise program alternatives—How might you accomplish your objectives?
Decide on best alternative—1. determine resources—What is available? What is needed? 2. evaluate alternatives—What is realistic, feasible?
Develop action steps—Who? What? When? Establish priorities—What is most important?
Plan for Implementation—action steps in the order they need to be done
Plan for Evaluation—What progress are you making?

Many resources are available to help you in developing your action plan—both for ideas and for help in the planning process itself.

Resources include:

- *staff members
- *materials distributed to participants
- *materials in the on-site library collection
- *fellow participants

And have been assembled in this "learning community" to encourage your maximum use and benefit.

APPENDIX B-5

GUIDELINES TO USE IN SELECTION AN ACTION PROGRAM

- Select an issue that is real and viable.
- Select an issue you want to work on--not one you feel you ought to do because others are doing it.
- Consider if the situation is one in which you are now involved personally or want to be in the future.
- Consider if you have some possibility for influencing the situation or addressing the issue--now or later.

ELEMENTS OF THE PROGRAM PLANNING PROCESS

STEP	ACTIVITY	ESSENTIAL ELEMENTS
1.	Describe what issue, problem or situation you plan to address with your action program. What is the need that your library is able to alleviate or remedy? Include in the description the evidence you have that the problem is real and significant.	NEED
2.	Define the goal of your action program--a broad statement of intent for your program. What do you hope to achieve? This will provide direction throughout the development and implementation of your plan.	GOAL
3.	Establish your objectives--what do you want to happen? These should be specific statements of what you plan to accomplish by means of your program. These objectives will serve as guidelines for your action plan.	OBJECTIVES
4.	What are the different ways by which your objectives might be accomplished? In broad and general statements, indicate how you might approach the task of accomplishing these objectives. List as many different ways as you can think of. Elicit ideas from others.	ALTERNATIVES
5.	Select the alternative or combination of alternatives that seem most feasible to achieve your objectives. Be sure to correlate the alternative(s) selected with the objectives for your program. If these do not coincide, either the objectives or the alternative(s) selected should modified at this point.	DECISION

APPENDIX B-5

STEP	ACTIVITY	ESSENTIAL ELEMENTS
6.	List ideas of possible action steps for your plan. Elicit ideas from others--"free-wheel" to get as many ideas as possible. Then, go back and evaluate on the basis of which ones actually are able to support your objectives. Eliminate those steps that do not fit into an overall plan. New program alternatives or resources may come to mind as you work with this phase.	ACTION STEPS

Use whatever format you think most suitable. You might want to consider outline form, flow chart, or narrative form, but whatever you use, be sure to include the vital factors of:

WHO?........................WHAT?...................WHEN?

Assign priorities to the above action steps--which are the most important and have to be done (#1 priority), which should be done (#2 priority), and which are beneficial if done (#3 priority)?

What resources are needed for each action step (people, facilities, materials, etc.)? What ways and means are necessary? Whose cooperation is necessary,..... in the library?.......in the community? How do you plan to acquire or mobilize the resources needed?

Indicate resources needed for each action step.

STEP	ACTIVITY	ESSENTIAL ELEMENTS
7.	List you action steps in the order they need to be done. Be sure to keep your objectives in mind while setting the overall plan for implementation. Use whatever format is most helpful to you.	PLAN FOR IMPLEMENTATION
8.	What information do you want to know about your progress toward achieving your objectives? What will you need to know to determine to what extent the various action steps are (were) effective--i.e., what results do you want, and how will you find out if you got them?	PLAN FOR EVALUATION

APPENDIX B-5

List the kinds of information you need and who will have that information (e.g., patrons, staff, community groups, etc.).

DELINEATE KIND OF INFORMATION NEEDED	OBTAIN FROM WHOM	PROVIDE FOR WHOM

Determine how you plan to find out this information. Indicate the factors:

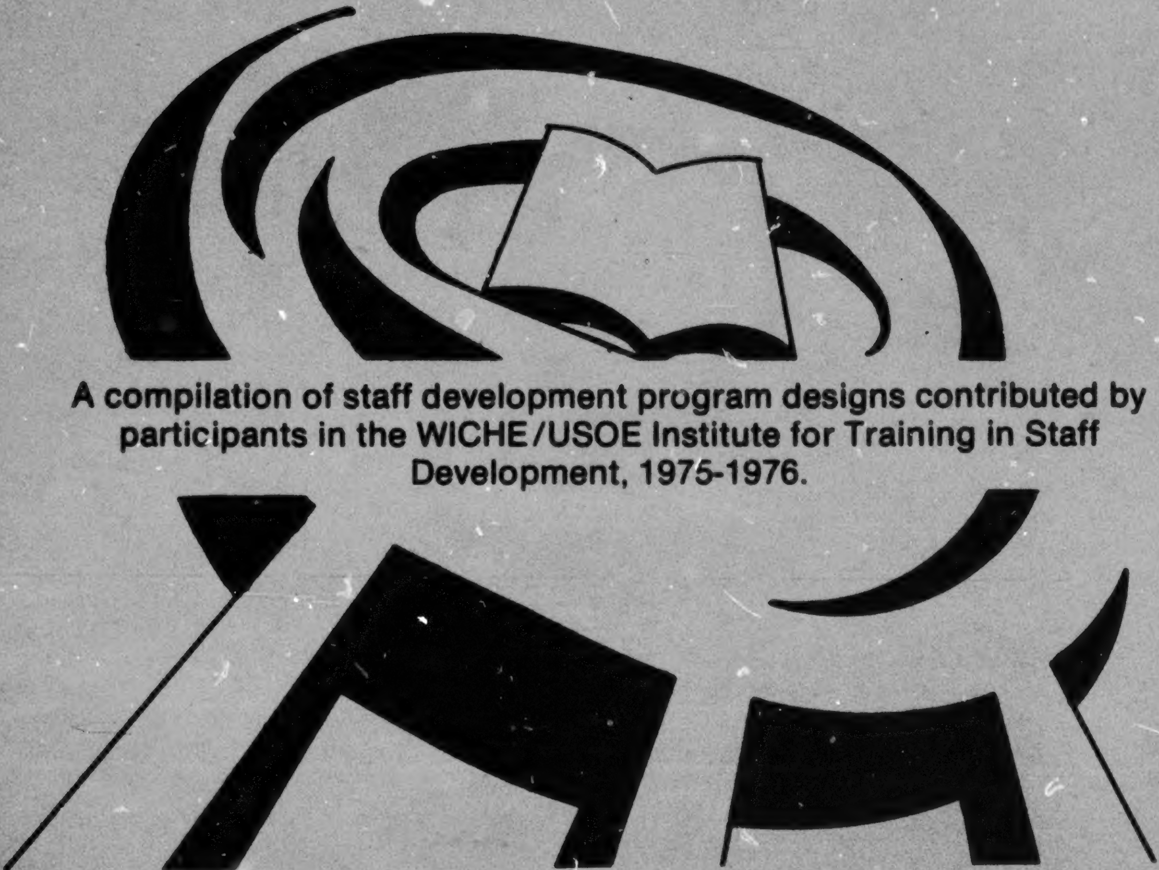
WHERE?................WHAT?......................WHEN?................WHO?

Indicate how you plan to use the evaluative information (i.e., feedback) in modifying your program. Be specific.

The following publication is independently paged. It is also available as a separate publication from the WICHE Publications Office (P.O. Drawer P, Boulder, Colorado 80302) at cost - Catalog No. 1C:676:WICHE:2B122.

Staff Development Model Book: Program Designs For Library Personnel

Edited by
Barbara Conroy



A compilation of staff development program designs contributed by participants in the WICHE/USOE Institute for Training in Staff Development, 1975-1976.

WILCO

Western Interstate Library Coordinating Organization

Western Interstate Commission for Higher Education
P.O. Drawer "P"
Boulder, Colorado 80302
June, 1976

As of April, 1976, the WICHE Library Program name was changed from Continuing Education and Library Resources Program to WILCO - Western Interstate Library Coordinating Organization.

***

The activity which is the subject of this document was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

***

To obtain information or a copy of this publication (at cost), contact:

WILCO
Western Interstate Commission for Higher Education
P.O. Drawer P
Boulder, Colorado 80302

Catalog No. 1C:576:WICHE:2B122

STAFF DEVELOPMENT MODEL BOOK:

PROGRAM DESIGNS FOR LIBRARY PERSONNEL

TABLE OF CONTENTS

Page

Forward i

Introduction... 1

An Overview of Staff Development for Library Personnel.......................... 5

Section I Staff Development Models in Libraries, Agencies and Library Systems.. 9

Model 1 I. D. Weeks Library, University of South Dakota (Carmack)........ 9

Model 2 Multnomah County Library, Portland, Oregon (Julaphongs).......... 15

Model 3 Clark College Learning Resources Center, Vancouver, Washington (Laners) 21

Model 4 Regional Resource Center, Washoe County Library, Reno, Nevada (Muchmore)... 31

Model 5 High Plains Public Library System, Greeley, Colorado (Brooker)... 35

Model 6 Mohave Community College Resource Center, Kingman, Arizona (Reddick).. 39

Model 7 Library, University of Nevada, Reno, Nevada (Donovan)............. 45

Model 8 Lake Oswego Public Library, Lake Oswego, Oregon (Hildebrand)..... 49

Model 9 Clark County Library District, Las Vegas, Nevada (Hudson)........ 55

Model 10 Natrona County Public Library, Casper, Wyoming (Peters).......... 59

Model 11 California State Library, Sacramento, California (Streeter)...... 63

Model 12 Library Personnel in Southeast Arizona, Region VI (Barth)........ 69

Model 13 Boise Public Library, Boise, Idaho (Poertner).................... 73

Model 14 Mid-Columbia Regional Library, Kennewick, Washington (Engman).... 81

Model 15 Learning Activities Resource Center, California State University Chico, California (Shannon)................................... 85

Model 16 Jackson County Library System, Medford, Oregon (Swan)............ 89

Model 17 Blue Mountain Community College Library, Pendleton, Oregon (Bates)... 99

Model 18 Pathfinder Federation of Libraries, Great Falls Public Library, Great Falls, Montana (Littlepage)............................... 105

Section II Staff Development for Library Personnel on a State-Wide Basis

Model 19 Montana Library Association (Van Horne).......................... 111

Model 20 Nevada Librarians through the State Library (Mauseth)............ 115

Model 21 South Dakota State Library, Pierre, South Dakota (Minges)........ 119

Staff Development Bibliography.. 125

STAFF DEVELOPMENT MODEL BOOK;
Program Designs for Library Personnel

Introduction

The effective delivery of adequate library services depends, to a great extent, on the availability and ability of competent library personnel serving in all types of libraries, in state library agencies and in systems of libraries. Often the availability of library personnel seems fixed and apparently immutable due to a given number of staff positions and incumbents. In most situations, improving the ability of existing staff members is more possible than is increasing the number of existing positions or employing newer and more qualified persons.

Business and industry, faced with the survival issue of success measured by profit, have long had a tradition of active training and development work with personnel at all levels in the organization. Staff development is used to assure that new and existing efforts are competently staffed and that new and existing clientele are well served. This tradition has resulted in an active, although informal, exchange of program ideas, learning packages and training and development personnel. However, in the library field, other than being seen as part of the administrative function, staff development work has had little consistency or direction.

One of the most helpful and constructive attempts to effect change in this situation is to offer the library field encouragement and means to assist librarians engaged in continuing education and staff development efforts. One approach is to enable individual library personnel to participate in continuing education and staff development in order to improve needed knowledge, skills or attitudes relevant to their tasks and responsibilities in the library. Another approach is that of "institutionalizing" such efforts in organization programs which integrate staff development as a function with other library functions: public services, technical services, supervision and outreach.

Outcomes likely to result from considerable effort and resources spent on the first approach are very limited for those efforts do not significantly change the availability of staff development opportunities. Outcomes from the second approach are much more probable to achieve long-term results that extend beyond individual competency. Organizationally based staff development programs seek to build healthy individuals in a healthy organization. Such programs build learning and growing opportunities in a sustained and supportive environment.

Staff development programs are essential to assure that the organization and the individual have a chance to grow and change and develop. Rather than placing the sole responsibility on the individual to absorb the learning and to make useful applications on the job, the staff development program is a chance for the organization and the individual together to look at what learnings are needed to determine how they can be feasibly obtained and to decide when and how they can best be applied.

What the library field needs is people with skills to develop programs, interdisciplinary links with adult education and training development, and relevant tools to adapt to the library organizations. From this context of need evolved the Institute for Training in Staff Development. The Institute was jointly funded by the U. S. Office of Education under the Higher Education Act, Title IIB and the Western Council for Continuing Education and Library Resources through the Western Interstate Commission for Higher Education in Boulder.

This year-long Institute program involved forty-one participants from 12 western states in a sequence of training activities which were designed to help each conceptualize and formulate a staff development program for their organization. The Institute was intended to increase the commitment and the ability of western libraries to effectively train and utilize personnel resources responsible for developing and implementing library services. The objectives were:

1. To increase the number and improve the quality of established staff development programs within libraries, library systems and state library agencies in the West.

2. To establish that the staff development function is essential to build and maintain an efficient and effective delivery system for library services.
3. To develop the nucleus of a western regional network of library training and development personnel to assure that inservice staff development efforts, once planned, can be sustained and that new training programs can be generated and shared.
4. To increase the possibility for influencing library systems and agencies not directly involved in this Institute to create new staff development programs or to utilize tested components from the models developed and disseminated by participants of this Institute.
5. To address the specific and unique needs of ethnic minorities and women in staff development programs.

The training activities included a Mini-Workshop on Needs Assessment conducted during the summer of 1975. This activity highlighted the importance of needs assessment for staff development and presented ideas for how to conduct that process. Late fall of that year, a Basics Workshop helped participants use their needs assessment information to form the basis for planning the components of a staff development program for their organization. Two regional Problem-Solving Clinics were held in the spring of 1976 to refine, polish and evaluate participant staff development programs. Each training activity assembled faculty and resource people experienced in library staff development work.

Supplementing the training activities, several additional aids were provided each participant. Four books were provided: Conroy's Staff Development and Continuing Education for Library Personnel; Sheldon's Planning and Evaluating Library Training Programs; Leonard's Assessment of Training Needs; and Chabotar's Evaluation Guidelines for Training Programs.* A Needs Assessment Survey Instrument was developed by the Institute staff and suggested as a possible model to be adapted by those participants uncertain about what approach to use. Later, an alternative needs assessment method was demonstrated as a Delphi sequence was used to assess participant needs for the Problem-Solving Clinics. During the Institute, a Staff Development Information Exchange was developed by the Institute staff. This newsletter served to provide a means to exchange ideas and tips for useful resources. The Final Report of the Institute details each of these tools, explains how they were used and includes copies of many of the forms.*

---

* Full citations can be found in the Staff Development Bibliography on Page 125.

One of the most immediate and significant outcomes of the Institute is this contribution to the library field -- a book of models of staff development programs for large libraries and small, for library systems and for statewide efforts. Examples of staff development programs specifically planned for library personnel has been indicated strongly as a need. Since none now exist in published form, this is a significant addition to the staff development literature within the library field. The publication of this Model Book makes available a wealth of thoughts and plans and hopes that can stimulate others to move ahead with staff development efforts in libraries, library agencies and library systems not directly involved in the Institute.

This Model Book is, in a very real sense, an accomplishment in response to one of the Institute objectives. Its purposes are:

- to extend the benefits of the Institute beyond the immediate participants,
- to provide the opportunity for the exchange of ideas in regard to staff development programs,
- to prompt participants to articulate and communicate their plans for staff development in their organizations,
- to provide a "reader" in staff development that will assist others in the formulation of plans in their organizations.

---

* The Final Report of the WICHE/USOE Institute for Training in Staff Development is available at cost from the WICHE Publications Office, P. O. Drawer P, Boulder, CO 80302, and through ERIC.

Several factors should be kept in mind by those who use this compilation. In most cases, these models are drafts and describe what is planned at this point. Internal and external circumstances are likely to alter draft plans so each model should be considered as subject to change before full implementation is accomplished. Some models are comprehensive and in depth; others represent initial thinking and planning. Some indicate broad staff involvement in their development. Others are largely the result of one person's interest and initiative. The diversity in approach and in intent -- as in format -- is impressive and realistic. Staff development in libraries is just beginning to be recognized as an essential function. Since this view is relatively new, staff development has not evolved traditional patterns and, as these programs reveal, the major characteristic is that of diversity.

Many Institute participants have contributed staff development models for this compilation in order to share ideas and plans with others. Twenty-one models are offered here for review and for possible adaptation to other situations. Each model provides a means to help establish a personal or organizational contact with others about mutual interests and concerns. Section I includes models designed for staff in a particular library agency or library system. Section II presents models to improve staff competencies on a state-wide basis. The models have been edited and, in some cases, abstracted from much longer and more detailed plans. Both the person and the organization are identified to enable users of this Staff Development Model Book to follow up directly with the contributor on questions or shared areas of interest.

This Model Book includes an overview of the necessary components for a successful staff development program to provide a context for examination of the models. Each model is separated by a gold divider sheet which identifies the Institute participant and organization submitting that Model. The editor's comments highlight those components which are strong features of that model and sometimes indicate conditions or qualifications important for an adapter to know. The divider sheet also provides space for notations for personal use. Concluding the volume is the Staff Development Bibliography used by the Institute. This will be useful for others who wish to pursue their interest in staff development.

An Overview of Staff Development Programs in Libraries

In order to be effective, staff development efforts in libraries, in library agencies or in library systems must have direction, consistency and relevancy. To assure these qualities, a program of staff development activities must be planned to meet real needs of the individual staff members and of the organization. Sporadic, scatter-gun approaches to staff development offer an excellent chance of expending time and funds that are in short supply, frustrating the steady growth of personnel and providing counterproductive training outcomes for the organization.

In some cases, a staff development program will evolve from efforts to coordinate existing isolated training activities. This is particularly true where the activities have met a strongly felt need and have been well done and have created a hunger for more and better and different activities. In other cases, staff members, feeling the need for a more systematic method assuring effective staff development efforts, have devoted their personal interests to formulating and gaining institutional acceptance for a plan of staff development for the organization. These models illustrate both of these approaches. A third alternative, often found in the real world, is that of continuing to rely on individual staff members, who feel the need to learn and grow, to find their own way to discovering and utilizing available opportunities for engaging in continuing education.

The responsibility for staff development is shared. Certainly the individual is a center focus for that person is the one who applies to the job the knowledge, skills and attitudes which are learned. The organization is also responsible because organizational efficiency and effectiveness and resources are affected directly and indirectly through staff development as the organization grows. State agencies and professional associations also have some responsibility for their missions are usually based on improving library services and that, in turn, relies on competent library personnel. However, state agencies, library schools and professional associations are limited, with few exceptions, to offering continuing education opportunities which can be utilized only as a part of the staff development program of a library, agency or system.

The responsibility is shared. The commitment for staff development must also be shared. The individual's commitment usually evolves from the need to learn and grow together with the sense of accomplishment and satisfaction that comes from increased competence. Individual commitment is evidenced by active learning and application of learnings to the job situation. The organization's commitment most often evolves from the belief and evidence that the results are worth the investment. Organizational commitment is evidenced by formal policies and rewards to encourage active staff involvement as well as by an implicit climate of support.

Whether launching a new or revamped staff development program or building toward linking presently existing activities into a program, the distinction between a program and activities needs to be made. A program of staff development would include a variety of learning opportunities such as on-the-job instruction, orientation, workshops, professional reading, staff meetings and job rotation. The program would have comprehensive and long-range goals and objectives, such as: "to upgrade personnel competencies in all public service areas in order to provide better service to patrons," or "to enable personnel learning opportunities to assist in major organizational changes over the next five years."

The activities within the staff development program would each have separate objectives. An activity such as job rotation might have objectives such as: "to increase the ability of more staff members to do more tasks in order to provide greater organizational flexibility in job assignment," or "to offer diverse training opportunities for all incoming librarians prior to permanent assignment of responsibilities." Objectives for activities must be congruent with program objectives.

Thus, a program, as defined in this Institute is a series of staff development activities. A staff development program includes several components. The first two of these are necessary to perform in sequence: the needs assessment process and the formulation of objectives. The needs assessment process consists of those methods which are used to identify, specify and prioritize needs of staff in the organization.

Methods which can be used include written forms, individual or group interviews and/or personnel evaluation records.

The formulation of program objectives can be expected to take a considerable amount of time to do well. Objectives are rarely easy to establish and this is particularly true where those objectives affect all staff members in an organization. There are many kinds of objectives that can be defined but simple, specific and clear language will do more to assure understanding and agreement than will vague, ill-defined or unrealistic ones.

Following the needs assessment and the setting of objectives, there is no prescribed "right" sequence for the other components. At some point, the resources that are available and that are needed must be identified to assure the feasibility of the program. These resources include time, money, facilities, and people. Full consideration of alternative methods with which the objectives might be met is helpful to assure that the best possible alternative is selected.

Determining the steps to successful implementation includes the identification and preparation of learners, planning for the most effective learning activities and techniques of instruction, selection of appropriate and skilled training staff, provision of supportive materials and facilities conducive to learning and to the application of those learnings on the job. Means of evaluation are essential throughout the program not only to measure outcomes and results but also to provide feedback for program modification. Evaluation is not only done at the end but throughout to provide information for sound decision-making during the program.

Staff development must be seen as an investment as well as an expense. Staff development efforts are costly. The return on the investment depends on the soundness with which the investment was made. Personal and organizational resources invested in an unsound staff development program are likely to have little productive return. Poorly planned staff development will be costly with negative returns. Sound staff development efforts will yield individual returns such as interest, ability, application of learnings, job satisfaction and higher morale and organizational returns of increased effectiveness and efficiency. These returns all add up to better library service.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 1

PARTICIPANT..............................Bob Carmack

ORGANIZATION.............................I. D. Weeks Library,
University of South Dakota,
Vermillion, South Dakota

DATE.....................................Draft of May, 1976

COMMENT:

Each objective for this staff development program incorporates regular library activities with the special training efforts needed to accomplish that objective. This model obviously integrates the staff development efforts with functions done throughout the whole institution, which serves to make the most of time, energy and money resources. The affirmative action consideration evidences commitment to those principles and enhances the organizational benefits that can come from active efforts on affirmative action.

Environment

The I. D. Weeks Library serves as the major library for the University of South Dakota. Housing some 275,000 volumes, the library is the largest in the state and serves as a major resource for the entire state of South Dakota. Professional libraries serving the School of Law and of Medicine plus a small library serving the Chemistry Department are also located on campus. The two professional schools are autonomous in governance while the Chemistry library is a branch of the I. D. Weeks Library. There are currently eight (8) full-time equivalent professional librarians, twenty-four (24) full-time Career Services Employees and a complement of student assistants on the staff of the Weeks Library.

No organized training program exists within the library with the Director being responsible for continuing education functions for the entire staff.

NEEDS ASSESSMENT

An administrative decision was made early on to limit the initial training program to professionally trained librarians. As such, a survey instrument was developed and administered. After each librarian had completed the form, an interview with each person was conducted. This served not only to provide insight into responses but to clarify areas of concern and to measure attitudes.

AREAS OF NEED FOR TRAINING

After review of the survey, the needs were grouped into three loosely defined categories: 1) New information; 2) Concepts, and 3) Content.

1) New information was categorized as needs for training in programs which were of concern and in which the staff had little or no experience. Areas of needs identified were: 1) Space; 2) Networking; 3) Data Processing.
2) Concepts are defined as needs which have their base in principles and ideas but which require application by the individual. Respondents placed emphasis on refresher/review training. Two areas of concern were identified as priorities:
    a. Management skills
    b. Interpersonal Communication/Human Relations
3) Content needs were identified as those which required understanding of a specific body of knowledge. These were identified as:
    a. Government Documents
    b. Non-print media

STAFF DEVELOPMENT PROGRAM

Goal: To provide the professional librarians with the information and skill needed to maximize library service at the University of South Dakota.

OBJECTIVE 1: Decision making in the next five years will be facilitated by librarian's understanding of current space problems.

Action Plan

1. Prepare bibliography of relevant material; compile existing information and reports on space in the I. D. Weeks Library and distribute to librarians by September 1, 1976.
2. During FY1977 hold monthly meetings to discuss space alternatives
    a. Invite Director of Physical Plant to one meeting to discuss space.
    b. Bring in outside resources as available, e.g., architects and planners.
3. Prepare and adopt guidelines for weeding collection by January 1, 1977.
4. Coordinate library faculty discussion with library Division of the University Faculty Senate through quarterly meetings.
5. Develop game plan for library space by January 1, 1977.

Major Resources to be Used

1. Report of ad hoc Library Planning Committee
2. Bibliography of related information

Major Resources to be Used (cont'd)

3. Director of Physical Plant
4. Self learning/experiences of library faculty
5. Handouts/reprints of particularly germane articles

OBJECTIVE 2: To create an awareness of current and potential applications of library automation and networking.

Action Plan

1. Create a system, by September 1, 1976, for dissemination of information to library faculty on library automation and networking.
2. During calendar year 1977 hold quarterly discussion session with library faculty.
3. Invite at least one outside resource person to USD campus for seminar during FY77.
4. Encourage participation and attendance in automation/networking related continuing education activities each fiscal year.
5. Encourage enrollment in formal courses as available and appropriate during FY77.

Major Resources to be Used

1. Literature available in periodicals and books
2. Library of brochures, pamphlets, reports, . . .
3. Expertise of librarians in state and immediate area
4. Bibliography of related material

OBJECTIVE 3: To develop library faculty training programs in management skills and interpersonal relationships on an annual basis.

Action Plan

1. Arrange with USD School of Business to conduct an annual seminar on library management and interpersonal relationship.
2. Develop orderly system, by September 1, 1976, to facilitate library faculty awareness of continuing education programs available on this subject.
3. Encourage, and support financially as far as possible, attendance by library faculty to at least one related continuing education function in FY77.
4. Prepare bibliography of appropriate resources by January 1, 1977.

Major Resources to be Used

1. School of Business faculty
2. Director of Personnel, USD
3. Pre-packaged programs available through organizations, CLENE, and related groups.
4. Bibliography of information

OBJECTIVE 4: By January 1, 1978 librarians will have a greater understanding of government documents and will be able to more effectively interpret them to library users.

Action Plan

1. Plan at least two concentrated presentations in FY78 for library faculty by USD Government Documents Librarian.
2. Coordinate, with State Library, two (2) one (1) day workshops on government documents for all interested librarians in Fiscal Year 1978.

Major Resources to be Used

1. Government documents collection, USD
2. Government document library specialists at USD and in state and/or immediate area.

OBJECTIVE 5: During FY77 to create and foster an awareness on the part of library faculty of non-print media and its role in the dissemination of information.

Action Plan

1. Develop five year master plan for non-print media instruction by January 1, 1978.
2. Plan at least four (4) one-hour workshops on non-print media utilizing resources in the Learning Resources Laboratory and the Educational Media Center during 1977.
3. Hold at least four (4) one-hour presentations on instructional role of non-print media by staff of the Educational Media Center (In conjunction with Action Item 2) during 1977.
4. Coordinate with EMC and State Library two (2) one-day workshops on media for South Dakota librarians in calendar year 1977.

Major Resources to be Used

1. Learning Resources Librarian
2. Director and Assistant Director, Educational Media Center, USD
3. Head of Educational Television and facilities of KUSD
4. Media Specialists in-state and immediate area particularly at State level
5. Bibliography of relevant materials

AFFIRMATIVE ACTION CONSIDERATION

The University of South Dakota Affirmative Action Policy shall govern the activities of this Staff Development Program. Two sections are particularly important: 1) General Policy; and 2) Article VII C Education and Training.

1) Policy

"It is the policy of the University of South Dakota in so far as the University can control, that no person will be favored or discriminated against for reasons such as race, color, creed, religion, sex, ancestry, national origin, or physical or mental handicap. Equal opportunity for employment in both academic and non-academic positions shall be assured all applicants and equal access to programs, activities, facilities, and benefits shall be assured all employees."

2) Education and Training

1.1 Committed to the concept of upward mobility, the University will continue to develop employee education and training programs, participation in which is based solely on ability, experience and job requirements.

1.2 Employees, including women and minority group members will have opportunities for enhancement of skills, performance at highest potential and advancement in accord with their capabilities.

1.3 Awareness of minority cultures and the special problems of minorities and women will be included in employee training and education programs.

1.4 Job classification and restructuring procedures will be flexible enough to establish career ladders and lattices.

1.5 Internships and teaching assistantships will be available on a non-discriminatory basis.

Evaluation Methods

1. Feedback of participants
2. Survey form to be administered as appropriate
3. Performance evaluation (empirical only)
4. Where appropriate and possible, outside evaluator
5. If available through University curriculum, grade received
6. Progress at target date
7. Reports of participants in outside activities

Anticipated Outcome

1. More understanding and productivity
2. Increased level(s) of expertise
3. More appreciation of, and participation in, decision making process

MODEL 2

PARTICIPANT..............................Martha Julaphongs

ORGANIZATION.............................Multnomah County Library
Portland, Oregon

DATE.....................................Draft of May, 1976

COMMENT:

This action plan uses staff development activities and objectives to work toward the needs of the organization which were defined in the needs assessment process. For each area of need, the situation is clearly and briefly described and relatively specific objectives are set forth. Activities are then based on those objectives in short and long-range time frames. Linkage is made with existing staff development efforts which, though useful, were not coordinated before the formulation of the staff development program outlined here.

Environment

Multnomah County Public Library employs 255 full time staff and approximately 100 part-time staff. Of the full-time positions, 75 are professional librarians and the other positions include para-professional, clerical, page and maintenance staff. The system includes a Central Library, sixteen branches and an Extension Headquarters. The system is separated geographically as well as by specialized subject departments and service units. There has not been a coordinated staff development program even though a number of individual programs have been undertaken.

NEEDS ASSESSMENT

The first activity was to identify staff needs. Using the survey instrument developed at the Needs Assessment Workshop in San Francisco in July, 1975 as a tool, a staff assessment was completed and the findings compiled in a brief report. These results were presented to the Library Director and the Advisory Council for review.

Five major needs were selected and prioritized in terms of frequency mentioned and the immediacy of the problem. The following goals and objectives were then drafted.

GOAL

To improve library service through an effective staff development program for Multnomah County Public Library.

CIRCULATION SYSTEM

Situation: The Library will be installing an automated circulation system and plans to have the Central Library on-line by May 1, 1976 with 16 branches on-line within the following year.

Objective: To develop staff public relations skills in dealing with the public during the conversion period until all agencies are on-line.

STAFF COMMUNICATION

Situation: Staff Members feel there are no effective means of communication with administration from all levels to the level above.

Objective: To improve staff morale by opening new channels and strengthening existing channels of communication.

STAFF INPUT FOR DECISIONS

Situation: Decisions need to be made in 1) budget reductions, 2) materials selection, 3) fringe benefits, and 4) major changes, such as conversion to LC Classification.

Objective: Devise techniques for obtaining meaningful staff input in the decision-making process.

CONVERSION TO LC CLASSIFICATION

Situation: The Library will be converting to the Library of Congress Classification System beginning in January, 1977.

Objective: To outline a program of staff and public education in the use of the LC Classification System.

ORGANIZATIONAL GOALS

Situation: Currently there are no written specific organizational goals either long-range or short-range for the system.

Objective: To outline a plan for the formulation of written organizational goals and to plan a staff information program regarding these goals.

IMPLEMENTATION

Implementation of this program was planned as a two phase operation. Phase I involved the Institute participant taking the first objective and following through the planning and implementation process as demonstrated during the Institute. Phase II will include the planning and implementation of the total program over a longer period of time.

PHASE I

Situation: The Library will be installing an automated circulation system and plans to have the Central Library on-line by May 1, 1976 with 16 branches on-line within the following year.

Objective: To develop staff public relations skills in dealing with the public during the conversion period until all agencies are on-line.

The following activities were outlined as the most practical and feasible methods for achieving this objective:

a. Orientation for clerical, para-professional and professional staff at the operations center to introduce the staff to the hardware and to give them "hands-on" experience in the operations and capabilities.

b. Small group discussions to provide a background of information and awareness for the change in systems and the need for this change.

c. Distribution of written information to the staff including: 1) handouts for the public, 2) fact sheets for the staff to keep them aware of new developments, and 3) sample questions and answers that provide a basis for staff response to public inquiry.

d. A slide-tape presentation was developed to use with the public when more than a simple verbal answer is required.

The orientation and small group discussions were held during December, 1975 and January, 1976. The written information and slide-tape presentation were introduced during March, 1976 and are still in use.

Evaluation of the program is still being done. This includes written and verbal feedback from the staff involved. Public reaction to the change is being monitored and the negative responses are being considered for further staff training needs.

PHASE II

As a result of the Institute the following objectives and activities are outlined as the basis for a coordinated program.

OBJECTIVE: Assign the responsibility for the design and implementation of a staff development program to a Staff Development Committee and have the Committee operating by October 1, 1976.

Activities:

1. The Advisory Council will consider the make-up and the scope of the responsibility of the Staff Development Committee and approve the formation of this committee by July 15, 1976.

2. The Council proposal will be submitted to the Staff Association Executive Committee for consideration and recommendation by August 1, 1976.

3. Committee positions will be filled by September 1, 1976, based on recommendations derived from Activity two.

4. The committee will be charged with their responsibilities and given the authority to begin their work by October 1, 1976.

OBJECTIVE: The Staff Development Committee will be involved in a two month training program that will include the basic techniques of planning covered in the WICHE Institute.

Activities:

1. The Institute participant will conduct a training program in planning techniques for the Staff Development Committee during October and November of 1976.

OBJECTIVE: An evaluation of existing and on-going activities in the field of staff development will be made by the Staff Development Committee and their recommendations for the continuance or curtailment of these activities will be made to the administration.

Activities:

1. Evaluation of the staff exchange program.
2. Evaluation of Orientation for new staff.
3. Evaluation of course work supported financially by the Library.
4. Evaluation of departmental staff meetings.
5. Evaluation of informational communication systems.
6. Recommendations presented to the Library administration for action.

OBJECTIVE: Review the needs assessment conducted during the Institute and update where needed.

Activities:

1. Analyze the original needs assessment and the results.
2. Conduct further assessments to elicit the current staff needs.

OBJECTIVE: Consider activities outside those currently being conducted and recommend as needed to meet the needs expressed in objective four.

Activities:

1. Survey the apprenticeship program currently being used in California.
2. Study library programs using management by objectives techniques.

EVALUATION

Evaluation of this program will be an integral part of the planned activities. The self-evaluation technique will be essential to the planning and implementation of a flexible program that will meet the complex needs of a staff of this size and diversity.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 3

PARTICIPANT..................................Dolores Fay Laners

ORGANIZATION.................................Clark College Learning
Resources Center
Vancouver, Washington

DATE...Draft of May, 1976

COMMENT:

This comprehensive and detailed model includes a sound and exhaustive needs assessment effort upon which is built a program with measurable objectives detailed, activities planned and evaluation techniques described. With this sound a planning basis, the risk of serious difficulties is minimal from within the organization. The planning in this model represents about 90% of the essential effort required for a successful staff development program.

Environment

Located in the southwest corner of Washington state in close proximity to a large populated metropolitan center of another state, the Learning Resources Center (LRC) of Clark College is a program designed to support instruction within a community college district. The college has district responsibilities that cover two counties and part of a third county, for a total area of 3,253 square miles.[1]

The LRC maintains an extension called a LRC Learning Satellite in the Vocational Occupation area located on campus, and also supplies reference and developmental educational materials to the college's Adult Learning Center outpost located in Bingen, Washington several miles away from the campus in a sparsely populated area in the far eastern corner of the district.

The physical plant for LRC programs consists of space within two separate buildings. Presently in the midst of finalizing details for a building remodeling project scheduled for construction in the Summer of 1976 with completion by Fall 1977, projections are to house all LRC programs under one roof.

Operations for the LRC are maintained by a staff of 1 administrator, 1 coordinator, 5 professionals, 7 part-time other professionals, 7 classified persons, and help from a group of student assistants which fluctuates in numbers from 27 to 35 persons.

Responsible for three distinct programs called Library Services, Media Services, and the Learning Center, the Clark College LRC is the result of a two-year effort to reorganize, to combine some programs, add new services, and to compromise internal program budgets through group consensus as a team effort to serve the institution as a total support agency to instruction. As a support agency to instruction the LRC worked together as a team during that two-year period without an LRC Director. Going into a third year and still without a LRC Director, one team member was unanimously elected by the team to serve as the LRC Coordinator with responsibilities to administer the overall LRC program, to coordinate efforts in planning and to work with an appointed Associate Dean in articulating LRC programs at the administrative level.

Although the college has a Staff Development Office with support from the administrative level, with funds, and a good written Affirmative Action policy and program, no well organized training program exists on campus or within the district for the following:

Women in management
Promotional opportunities for LRC classified personnel
Continuing education programs for community college LRC personnel at the management and/or mid-management levels
A variety of training programs to meet the needs of utilizing present LRC staff for implementing and carrying out LRC goals and objectives

Although a state continuation education program exists for libraries as a responsibility of the state library, the emphasis is on public libraries. This leaves the two year academic libraries with a minimum of needs met in the area of staff development. Support from the Graduate School of Librarianship located within the northern part of the state is for aspiring professionals only.

---

[1] Washington State Office of Program Planning and Fiscal Management. Pocket Data Book 1975 (Olympia, Washington: January 1976), pp. 180,208,228.

NEEDS ASSESSMENT

Staff development as a program is recognized as a high priority in the overall LRC program planning. As a result, enthusiasm and interest were already a generating factor for involvement of the LRC in the WICHE-USOE Institute for Training in Staff Development.

For the purpose of analyzing LRC organizational needs as well as individual needs, a modified version of the WICHE questionnaire was distributed to a sample group which consisted of 80% of the LRC staff.

The staff was orientated to the process and procedures for completing the questionnaire in three sessions. Sessions I and II were regular staff meetings of the LRC Team which includes only administrators and full-time professionals that head distinct LRC programs. Session I served to announce the program and bring the LRC Team up-to-date about the progress of the WICHE Institute. Session II gave the opportunity to explain the procedures for completing the form, and to allow discussion concerning the format and clarity of intent from the questionnaire. The third session was a series of special staff meetings held within each LRC Program area and included all support staff members such as classified and student helpers, as well as the Head of the Program area. The questionnaires were distributed at that time and all other staff members who desired to participate were allowed to be included.

NEEDS SUMMARY

Findings from an analysis of the needs assessment device indicate that strengths of the LRC are found within its internal program cooperation, staff attitudes, a high morale, present talents and capabilities, experiences brought from outside of the LRC, and a strong service posture. Such strengths indicated must continue to be applied to the increasing external pressures to be flexible within existing LRC programs and also versatile for future LRC program changes.

The lack of a LRC Director is a major factor of weakness currently hindering LRC programs in implementing goals and objectives. Prioritizing the position of LRC Director can be a vital element in presenting leadership direction and visibility of LRC programs to the institution's administrative and legislative levels.

The complexities of intra-library cooperation and the influence of super-management by the state system of community college education requires general knowledge of basic institutional and LRC operations. A multiplicity of specific skills among the entire LRC staff will be required for interfacing with state and regional cooperative informational systems.

There is a shortage of local institutional operational funds and of contracted campus based personnel within the LRC. Without immediacy in correction of financial constraints at the state level and within the institution's priorities, new demands and more creative ways to utilize the present LRC staff must be prepared. The long-range LRC goals considered necessary to achieve and continue an effective, efficient level of support services to the institution cannot be effected without some program of staff development.

Continued current knowledge and exposure in areas of instructional support such as: Instructional Design and Development; Graphics; Media Production; TV Production; Reference; and Government Documents.

Knowledge about basic overall LRC operations, with emphasis on information about: Organizational goals; Responsibilities of individual LRC programs; and Cooperative activities of individual LRC programs.

Specific training in basic communications that transcend departmental and institutional lines in areas of: Human relationships; Interpersonal relationships; Public relations; and Affirmative Action awareness.

Specific skills in areas of responsibilities such as:

> Management - Budget analysis and information; Supervisory skills; Proposal writing; Writing job descriptions; Interview techniques; Planning skills; and Affirmative Action. Organization of materials - Government Documents; Periodicals; and Vertical File (Pamphlets). Media equipment - Audiovisual basic operations; and Microfilm. Data Processing - Terminal operations. Reference - Reference interview; Materials; and Research techniques for patrons. Public Relations - Community efforts.

STAFF DEVELOPMENT PROGRAM MODEL

GOAL: To develop an innovative model for the staff development of the Learning Resources Center of Clark College in order to ensure high quality support services.

OBJECTIVES:

1. Within the first 30 days of employment, every new LRC employee will go through a half-day general orientation session.
2. Within the first three weeks of employment, every new LRC employee will go through a period of 30 hours of on-the-job training sessions as defined by the department's handbook to which they are assigned.
3. Classified and student staffs of the LRC Public and Reference Services programs will increase their knowledge of basic reference materials by 25 percent in a nine-month period.
4. By December 1976 all LRC staff and 75 percent of the LRC clientele will be able to operate a minimum of 6 different types of audiovisual and microfilm equipment within a period of 10-minutes per each piece of equipment.
5. The LRC staff will form a committee of six who by July 1977 will develop guidelines for the purpose of using the resources of the college community for on-going training.

A - AN LRC ORIENTATION SESSION

Situation: Two strong needs expressed among classified and student staffs were: "the desire to know how the whole fits" and improved communications at all levels. Present LRC facilities are housed within two buildings and in additional space for the on-campus satellite center, resulting in some communications breakdowns and misunderstandings. The orientation session seeks to eliminate staff confusion, foster general LRC pride, and to stress the attitude of "teamanship" among all LRC program personnel.

Objective: Within the first 30 days of employment, every new LRC employee will go through a half-day general orientation session.

Activities: To provide a four hour afternoon workshop within the first 30 days of employment. Offered during September, January and April, the workshop will allow new employees to increase their knowledge by 80 percent, of basic LRC operations, an overview of all LRC programs, the LRC goals, some institutional policies that affect the LRC such as the campus's Health and Safety Committee and the institution's Affirmative Action policy.

Each new employee will receive a packet of materials concerning the LRC Public Services' Handbook, the Department handbook to which assigned, an LRC map, a copy of the college newsletter called "run-of-the Mill", a sample collection of forms and tools necessary for the individual's work station, plus a name tag, pencils and pad.

Resources: Enthusiastic staff, Media Producer, Audiovisual equipment, EEO/AAO Affirmative Action Officer, Affirmative Action Policy, LRC Department manuals and handbooks, Campus Speaker's Bureau, Campus Print Shop, and Seminar meeting room.

Evaluation: Orientation Pre-test to show entry level of competency; Orientation Quiz to show after the session is over the exit level of competency; Questionnaire to be filled out by new employees within three days of the orientation session for future recommendations, changes, and comments on the session itself, such as what should be retained. Follow-up interview to take place after the new employee has been on the job for approximately six weeks.

Final Quiz to take place within 10 weeks of employment to demonstrate competency in knowing basic LRC operations, organizational goals, campus policies on Health, Safety and Affirmative action. Competency is determined if new employee passes quiz at 85 percent or better.

All evaluation will be done by the Head of the Department to which the new employee has been assigned. The tests, questionnaire, and interview all document the effectiveness of the LRC Orientation Program and monitor the success level of the final product.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, time for guests on the program, the number of new employees to be orientated at one time, and a minimum cost factor. The campus schedule does not free LRC nor instructors in other areas from classroom responsibilities until the afternoon. The afternoon sessions allow for guests as speakers (an option) to be used within an area of 150 miles and/or accommodates for airline schedules.

B - LRC DEPARTMENTAL TRAINING PROGRAM

Situation: About 64 percent of the total LRC workforce is made up of students assigned to the LRC by the Student Placement Office. The assignments are made and based on financial need as opposed to experience or personal desires. The initial interview also is handled by the college's Student Placement Office. The LRC full-time staff is concerned over the control of the student staff turn-over rate, meeting affirmative action policy goals, the expectancy and aspirations of the assigned student, and finally the quality of service to the LRC clientele by the student employee.

New staff, especially in the LRC programs, who work directly with the patron are not given sufficient tim[illegible] an intensive on-the-job training period, but work with the public by demand of need. The shortage of full-time staff in lead positions result in a large number of staff being less informed about the details of their work assignment than others.

Two strong needs expressed by both supervisors and the student staff were: 1) time from the present job to acquire supervisory skills and 2) a scheduled period for in-depth training within the assigned LRC program for all new staff.

Objective: Within the first three weeks of employment every new LRC employee will go through a period of 30 hours of on-the-job training as defined by the department's handbook to which they are assigned.

Activities: To provide during the months of September, January, and April, an identical series of 14 one-hour supervised training sessions, an equal amount of practice sessions, 10 evaluation devices of 12 minutes each, and a final written report that may be taken for applied credit equivalents upon completion of the training session. A media project or an original plan for designing a lesson module may be substituted for the written report.

One of three credit equivalents will be granted upon application to the Staff Development Office for classified staff and by signing up for the LRC Developmental Education course on Library skills for students. Classified staff may apply the credit as hours toward an LRC promotional program, and students toward their General Studies Degree.

Resources: Librarians with MLS degrees and teaching experiences; Media Producer; Audiovisual equipment; Commercially prepared library individualized program packages: Educational Research Associates and Northwest Regional Educational Laboratory. Washington State Library Continuing Education Program packages; Central Seattle Community College instructional program called: "Efficient Library Techniques"; Pacific Northwest Bell Laboratories - a film on public relations; Seminar meeting room; TV Studio; Video equipment; Department manual; and Workbooks with lesson plans.

Evaluation: Departmental pre-test to show entry level of competency; Final test to measure exit level of competency; Ten 12-minute quizzes to measure progress of the student; Practice sessions - demonstration of on-the-job competency; Written report at the completion of the course as a measure of the cognitive application of the training sessions. Passage of the evaluation devices at 90 percent or better for each lesson will demonstrate competency of the new employee to work with minimum supervision at their assigned workstation.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, flexibility of schedules to accommodate student and supervisory staff needs, the number of new employees to be trained, and a minimum cost factor.

C - REFERENCE MATERIALS

Situation: The LRC Public Services classified and student staffs desire to know more concerning basic reference materials in order to help LRC patrons in the evenings, during vacation periods, or during hours that the professional is not available. Their concern is not to be a Reference Librarian, but to discern by correct evaluation of the interview process if they can help the patron or refer the patron's inquiry to the professional for processing at a later time.

Objective: Classified and student staffs of the LRC Public and Reference Services programs will increase their knowledge of basic reference materials by 25 percent in a nine-month period.

Activities: From a selected list of 100 titles devised by the Reference Librarian a minimum of 25 basic reference works including 5 indexes and 15 other titles of the staff member's choice from the selected list will be studied for thier uniqueness and value for first level or an immediate answer type of information inquiry. Examples of typical patron inquiries will be used and studied. The staff member will be expected to know the coverage of the reference work, authority, arrangement and typical questions the work can be used to answer, as well as know at least one special or unique feature of the work that set it apart from another work of similar emphasis.

A worksheet form is to be filled out as a study guide for each reference studied. The worksheets will be turned in for evaluation to both the Reference and Public Services Librarians.

Resources: Librarians with MLS degrees and teaching experiences; Clark College LRC Reference collection; Commercially prepared library individualized program kits; Filmstrip on reference materials; and Bibliographics of reference guides and sources.

Evaluation: The staff member must pass at 90 percent two examinations which will determine the competency of the member in working with patrons: 1) A written test of sample questions covering the material studied; and 2) An oral demonstration test using the staff member in an simulated reference interview situation.

Analysis: The program was designed to accommodate the limitations of a shortage of LRC full-time staff, prime time for LRC operations, flexibility of schedules to accommodate staff needs, suitability of staff member in a reference situation, and minimum costs. The selective reference sources were devised from those materials most heavily used for the first level inquiry and of immediate value to the LRC student clientele.

D - AUDIOVISUAL EQUIPMENT

Situation: One of the goals of the LRC is to centralize circulation which resulted in media equipment and materials being assigned as a responsibility of the Public Services department. With current emphasis on independent studies and a heavy usage of media in disciplines of Health occupations within the LRC, a high rate of damage is maintained by both the patrons and inexperienced LRC staff in the use of audiovisual equipment.

The quality of the LRC's Independent Studies Program and the service aspect of the Public Services Program demands an abundance of quality and available equipment at all times.

Objective: By December 1976 all LRC staff and 75 percent of the LRC clientele will be able to operate a minimum of six different types of audiovisual and microfilm equipment within a period of 10 minutes per piece of equipment.

Activities: By the use of a LRC designed individualized self-instruction module training program, scheduled to start in the Fall of 1976, each staff member or an LRC patron desiring to use one of the listed audiovisual media equipment will teach themselves the basic operations. After three practice sessions most persons will be able to operate the equipment within a time period of ten minutes or less without any supervision.

Resources: Audiovisual equipment; AV instruction or procedures sheets (Manufacturer's operational sheets); Media Technician; Media presentations (Video, film, slide-tape); TV Studio; and Independent Studies area.

Evaluation: Under supervision the persons to be trained will be given a media situation that will require competency of the operational processes by "trouble-shooting" procedures for set-up, start, and stop properly. Passing the situational type demonstration test at 100 percent determines the competency of the person to operate the equipment. A questionnaire after each lesson module is to be filled out by the person being trained.

Analysis: The program was designed to accommodate the limitations of a shortage of full-time LRC staff, prime time for LRC operations, flexibility in schedules, and minimum costs. Self instruction allows for individual learning paces and motivation.

E - ON-GOING TRAINING PROGRAM FOR CLASSIFIED STAFF

Situation: Presently there does not exist a program whereby the classified staff of the LRC can obtain promotional or supervisory training. Few workshops or courses are offered within the district to satisfy: 1) the experience appitude of LRC classified staff presently employed, nor 2) satisfy some of the college's affirmative action goals.

Objective: The LRC staff will form a committee of six who by July 1977 will develop guidelines for the purpose of using the resources of the college community for on-going training.

Activities: The committee will consist of the LRC Coordinator, the Department Heads of Public Services and Technical Services, two Classified staff members and the current Staff Development Officer.

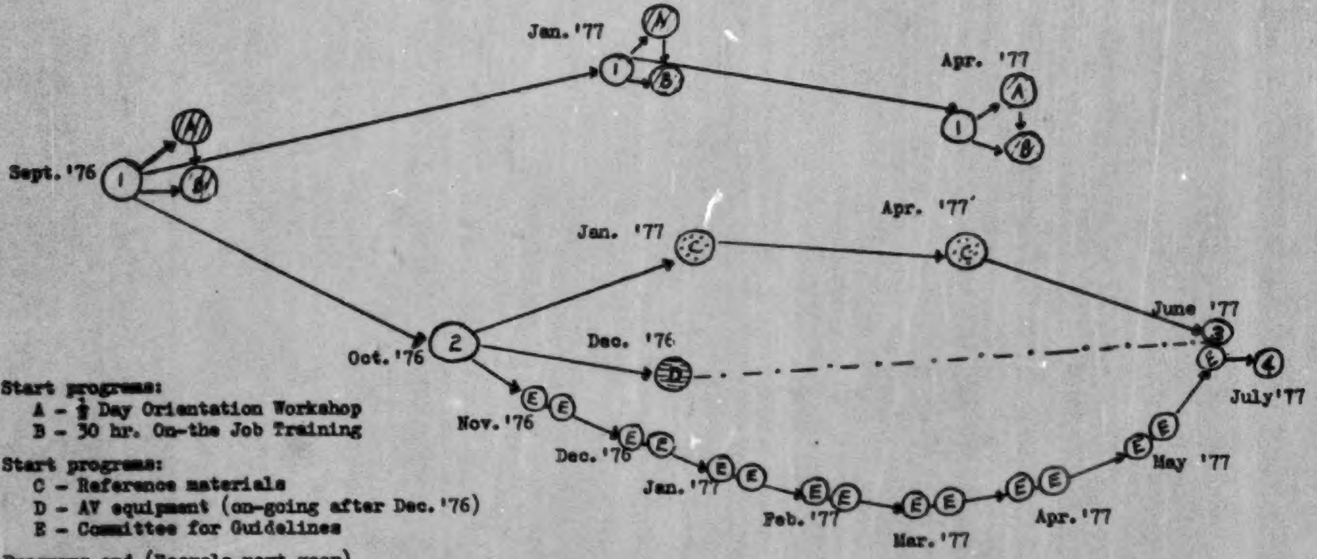
Once every two weeks, the committee will meet for the purpose of analyzing data to be collected concerning present job descriptions of the LRC classified staff, a needs assessment, and surveys of available resources on campus. Inter-departmental meetings are to be scheduled and arranged for informational exchange.

Previews of commercially prepared learning packages and utilization of state and regional resources for examples of prepared instruction such as the Washington State Library's Continuing Education Office, WICHE, and CLENE are to be conducted.

Resources: Enthusiastic staff; Staff Development Office; Inter-departmental cooperation; and Audiovisual equipment.

Evaluation: Questionnaires; Interviews; Needs assessment; and The final product of the Guidelines that are acceptable to administration and the classified staff.

Analysis: This is a first step in a proposed on-going training program designed for classified staff to have the opportunity to up-grade present skills and/or have promotional opportunities.


Sept.'76
1
A
B
Jan.'77
1
A
B
Apr. '77
1
A
B
Oct.'76
2
Jan. '77
C
Apr. '77
C
Dec. '76
D
Nov.'76
E
Dec.'76
Jan.'77
Feb.'77
Mar.'77
Apr.'77
May '77
June '77
3
July'77
4

1 Start programs:
    A - ½ Day Orientation Workshop
    B - 30 hr. On-the Job Training

2 Start programs:
    C - Reference materials
    D - AV equipment (on-going after Dec.'76)
    E - Committee for Guidelines

3 Programs end (Recycle next year)

4 New Time-line begins for program E

STAFF DEVELOPMENT PROGRAM TIME-LINE

MODEL 4

PARTICIPANT..............................Wendy Muchmore

ORGANIZATION.............................Regional Resource Center
Washoe County Library
Reno, Nevada

DATE.....................................Draft of May, 1976

COMMENT:

This model illustrates three major areas within the staff development program -- each with separate responsibilities and organizational structures. Yet each fits within the overall program goal. The needs assessments have provided the basis for short-term training activities but are also the starting point for long-range planning. The evaluation criteria define what measures of skill level were attained as a result of the training.

Environment

Washoe County Library, Reno, serves as the northwestern Regional Resource Center, from which the state and federally funded Regional Library Programs are coordinated for 13 city and county libraries encompassing an area of 69,731 square miles with a population of 226,746.

The regional programs have three parts; a film circuit (Nevada Library Media Cooperative-Northern Section), interlibrary loan (Information Nevada), and Regional Resource Center Development. Each part has a different organizational structure and a different relationship to the regional programs as a whole.

To have a realistic and practical program the following existing conditions which affect library service in Northern Nevada had to be considered: geographical distances, limited time of employment of regional program staff, lack of staff time to prepare and present materials, other duties of the Regional Programs and Regional Resource Center staff.

The most practical approach was to use an appropriate needs assessment procedure for each. For example, questionnaires were used for the film circuit, surveys and meetings were used for the Regional Resource Center Development, and surveys were used for the interlibrary loan section. In the needs assessment, as well as in all other phases of the program, literature searches were made, consultations with librarians held, and meetings with administrations were used.

A goal for the overall program was established: to provide training in the different areas of the regional programs for the participating county library staffs in order that the regional programs provide greater library service to the citizens of Northern Nevada.

The sections of the regional programs will be identified with the needs as ascertained, the objectives, the training activities, and the evaluation measures:

A. The Nevada Library Media Cooperative-Northern Section is a film circuit with ten county libraries as members. Through a questionnaire and meetings, one major need was identified -- the lack of knowledge regarding the handling of films in the local libraries. The training in film handling, including recognizing damage, circulating films, how to make emergency repairs would have to be done in each member library to include all staff members. Area workshops were not adequate. The objective is to hold a three hour workshop on film handling including demonstration and practice by the participants in each county library to each staff member by December 31, 1976. The evaluation criteria will be statistical comparisons of the number of damaged films before and after the training program, and a comparison of the amount of money expended in replacement footage before and after the training program.

B. The Information Nevada part is an interlibrary loan function for five county libraries with direct use of the University of Nevada, Reno, Library for Information Nevada on a statewide basis. The needs were for training of staff in the county libraries on the taking of requests from their patrons, verification, and submitting the requests to the Information Nevada librarian at the Regional Resource Center. Each participating county library will be visited by the Information Nevada Librarian and Assistant beginning February, 1976 to discuss the interlibrary loan procedures before December 31, 1976. The evaluation criteria will be statistical information on usage of interlibrary loan and the amount of time spent on follow-up for request incorrectly submitted.

C. The third section of the Regional Programs is the Regional Resource Center and the Regional Programs staff members. Two areas of needs were identified, collection development and training of the reference department staff and regional programs staff.

The Regional Resource Center was granted a collection development grant for regional resource materials. After assessing the needs through surveying the present collection, the number and types of interlibrary loan requests filled, and with discussion with the county librarians, the objective became to build up specific subject areas of the collection such as automobile repair materials, periodical holdings on microfilm, materials on antiques by December, 1977. The activities will include bibliographic searches, surveying the unfilled interlibrary loan requests and cooperative aquisitions with the University of Nevada, Reno, reference and serials department.

The evaluation criteria will be comparative statistical information on the number of requests filled in the subject area before and after the acquisition of the materials through the use of interlibrary requests.

Through the needs assessment process it was found that a continuing program needed to be developed to train the regional programs staff and the regional resource center reference staff in the reference department materials both current holdings and new materials as received and the familiarization with the collections of the University of Nevada, Reno, libraries. Beginning May, 1976, tours and demonstrations of the university library and services will take place on an irregular basis. Regional Programs staff will attend the UNR reference department staff meetings to be included in the discussion of the new reference materials beginning in March, 1976. Beginning in September, 1976, videocassette programs on new reference materials received and on subject areas will be produced. Staff members will view these as their schedules allow.

The funding for this training program will be absorbed by the operational and travel funds of the Regional Programs Coordinator's budget and the Regional Resource Center will provide the equipment and miscellaneous supplies to produce the materials needed. Affirmative action is a county by county function, therefore, it is not a part of this program due to the organizational structure of the various parts that make up the regional programs.

The planning as well as the implementation of the training program with the diversified areas that is must include is flexible and practical and will meet the needs as ascertained without additional expenditures.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES, AND LIBRARY SYSTEMS

MODEL 5

PARTICIPANT..............................Valerie Brooker

ORGANIZATION............................High Plains Public Library System
Greeley, Colorado

DATE....................................Draft of October, 1975

COMMENT:

This model sets forth short-range and long-range objectives growing out of needs identified in a system-wide survey. An action plan is outlined which has the potential for further planning as well as for implementation and evaluation of the program. Although Ms. Brooker is now a librarian at the Santa Fe (New Mexico) Public Library the System reports that the needs assessment information is being used in conducting workshops and additional training including planning mini-workshops at regular System meetings. The needs assessment process was coordinated through System Director, Ron Stump.

NEEDS ASSESSMENT

The questionnaire was designed to help prioritize training needs of member librarians of the High Plains Public Library System. The questionnaire was first submitted to member librarians August 19 and August 20, 1975. Twenty-seven of 31 member libraries, 106 staff (including part-time), replied.

The methods of distributing the questionnaire included assigning time at system member librarian meetings to discuss the questionnaire and fill it out. Some responses came in at that time, some later, and questionnaires were re-mailed to those who didn't respond. At some libraries Valerie Brooker discussed the questionnaire at staff meetings. At other libraries the librarians interpreted the questionnaire to staff.

In interpreting results, the varying staffing patterns of member libraries should be considered; while many libraries are operated by 1-2 staff members, the larger libraries have larger staffs. In the portion of the questionnaire ranking level of need, therefore, responses were divided into two categories: librarian (a person primarily responsible for a library, large or small) and staff (a person who works with the librarian in a library operated by more than one person).

Summary of results of the questionnaire: Most respondents indicated current problems in areas outlined by the questionnaire in question 1: physical plant, financial/budgeting, community awareness and personnel/staffing. Future problems, faced by the majority of respondents, included budget/finance, issues related to space (either the lack of it or planned expansion) and personnel.

Continuing education was indicated as a high priority for the system and the preferred method of continuing education was system workshops. The majority of respondents did not participate in continuing education programs outside the system. The activity participated in by the majority of respondents was a system-sponsored workshop, "Librarians Communicate", conducted in the summer of FY1974.

Specific areas of high need given priority by librarians included, in order of response: reference, public relations, materials selection, management skills and collection organization. Specific areas of high need given priority by library staff, in order of response included: public relations, collection organization, assessing community needs, reference, and materials selection.

PROBLEM

The majority of librarians in the High Plains area have not had post-college or college training in librarianship. The system has assumed the responsibility for providing some form of continuing education to member librarians, and member librarians, in turn, give continuing education a high priority as a system service. Specific needs have been expressed through a questionnaire. The means of continuing education ranked highest is system workshops.

OBJECTIVES

(1) In FY1976 to provide system workshops to train librarians in at least four of the top five basic skill areas ranked high in need by librarians and/or library staff.

(2) To develop planning skills and strategies in library staff and trustees which will result in development of long-range plans for library service and resource building within each community served by a member public library.

ACTION PLAN

(1) Discuss survey results with member librarians to gain additional input on goals, objectives, and for implementation.

(2) Familiarize system member librarians with the planning process involved in designing and implementing a workshop.

(3) Form sub-committees of interested librarians to help develop each workshop to be presented within the system.

(4) Conduct at least four workshops in the identified areas of concern, wherever possible within the framework of the regular eight-week meetings of system member librarians or of the Continuing Education Program of the Colorado State Library. These workshops will be planned jointly by HPPLS and sub-committees of interested librarians.

(5) Follow workshops with consultant visits to librarians and trustees to provide guidance in practical application of workshop skills, particularly with reference to development of long-range plans in each community.

EVALUATION CRITERIA

(1) The four workshops will be designed and conducted as planned.

(2) Participants will achieve acceptable levels of competency as measured by evaluation tools established for each workshop.

(3) All member public libraries, in FY1976 will have begun long-range plans for their communities, emphasizing initially strategies for adequate collection development and programs for creating public awareness of library services.

MODEL 6

PARTICIPANT..............................Haul M. Reddick, III

ORGANIZATION.............................Mohave Community College
Resource Center
Kingman, Arizona

DATE.....................................Draft of March, 1976

COMMENT:

Two major strengths are present in this staff development program; One, the involvement of the total staff in the development of the program. The program capitalizes on the apparently commonly shared need of the total staff for reference and audiovisual equipment skills. Two, the logical and clearly articulated measurable objectives are a basis for evaluating the success of the program and for planning and decision-making as the activities are implemented. Particularly commendable is the identification of alternative approaches to meeting the objectives for the program activities.

The model does not specify just how the staff was involved or how future staff development activities will be planned. In most organizations, either of two options can be utilized -- a regular policy and procedure of using ad hoc planning groups for different activities or a continuous staff group to plan how to address staff development needs.

WICHE/USOE Institute for Training in Staff Development

NEEDS ASSESSMENT

The Resource Center staff consists of three classified (clerical) employees and one professional librarian. The staff is small and intimate enough that a group analysis of needs was an appropriate needs assessment technique. At a regular staff meeting, the idea of staff development and the WICHE/USOE Institute for Training in Staff Development was explained. As a warm-up for a group discussion, a modified version of the WICHE questionnaire was distributed to each staff member. In the following week, each staff member filled out the questionnaire. Using the completed questionnaires as a starting point, the staff as a group developed a list of needs that might be satisfied with a staff development program.

PROGRAM OBJECTIVES

At a later staff meeting, the staff as a whole formulated staff development objectives. The two needs directly involving public service--knowledge of reference materials and audiovisual equipment--were selected as highest priority. After selecting these needs, objectives were formulated that met the following criteria:

1. had a specific outcome
2. were measurable
3. were understandable
4. had a projected completion date
5. were attainable
6. were challenging
7. had a criteria for achievement

The objectives formulated were:

Reference Materials

Situation: The staff of the Resource Center wants and needs to become familiar with materials in the Kingman Resource Center reference collection and how to use them.

Objective: To have each staff member learn what materials are in the Kingman Resource Center reference collection, and how to use them, by May 1, 1976.

Action Plan: Using the table of contents of Barton and Bell's Reference Books, A Brief Guide as a syllabus, the staff members will study the major reference works in the Kingman Resource Center reference collection. Every week, each staff member will write an abstract of selected reference books. Each week at a staff meeting, staff members will present and discuss their abstract. After being edited by the staff, the abstracts will be compiled in a notebook to create a Resource Center staff manual of reference books.

Monitor: Knowledge of reference materials will be tested by a weekly competency exam. When all staff members have successfully passed all weekly tests with a score of 80%, the objective will have been accomplished.

Audiovisual Equipment

Situation: The Resource Center staff wants and needs to become more familiar with the AV equipment the Resource Center has and how to operate it.

Objective: To learn how to operate and perform "first echelon" maintenance (e.g., changing projection lamps, removing damaged tape and film) on all Resource Center audiovisual equipment by April 1, 1976.

Action Plan: Staff will meet once a week and be instructed on how to operate a piece of AV equipment. Staff will then perform "dry runs" with the equipment.

Monitor: Each staff member will individually set up, operate and take down each type of equipment twice in a classroom situation. When each staff member has successfully soloed with all pieces of equipment, the objective will have been accomplished.

A useful by-product of the group process of developing needs was that objectives were clearly understood by the entire staff.

ASSESSING RESOURCES

An assessment of resources revealed that the following resources were available:

1. an enthusiastic staff
2. a reference collection
3. a library science collection
4. an acquisitions budget
5. audiovisual equipment
6. manufacturer's AV equipment instructions
7. reproduction facilities -- e.g., Xerox, mimeograph
8. one and a half hours per week per staff member available for staff development
9. a professional librarian
10. a WICHE staff development team

PROGRAM ACTIVITIES

After the objectives were established, the staff outlined a number of alternative programs which might accomplish the staff development objectives.

Alternatives for Reference Materials Program

1. Systematically examining and discussing each book in the Reference Collection in order of placement on the shelves.
2. Resource Center Director giving lectures on various reference books and types of reference books.
3. Resource Center Director making up questions that would require staff to use the reference collection to answer them.
4. Selecting basic reference books or classes or reference books and studying them, using a programmed instructional text.
5. Selecting basic reference books or classes of reference books and having staff members write abstracts of selected materials, followed by a discussion of their abstracts at a weekly staff meeting. After having been edited by the staff, the abstracts would be compiled to create a staff reference book on reference books.

Alternatives for Audiovisual Equipment Program

1. Each staff member taking time to read the equipment instructions and teach himself to operate the equipment.
2. Resource Center Director giving lectures on how to use AV equipment.
3. Each staff member selecting several pieces of equipment and becoming expert on their operation and maintenance. Each staff member would then be responsible for teaching other staff members how to use the pieces of equipment he is expert in.

These alternatives were then analyzed according to the following criteria:

- a. Congruency with the stated objectives for the program
- b. Feasibility in terms of resources, time, funds, etc. that are available.
- c. Kinds of needs and depth of learning sought.
- d. Acceptance of the approach by those to be affected by the program.
- e. Cost benefit to the organization and the individual.
- f. Acceptance by the College administration.
- g. Consistency with accepted educational principles, e.g., opportunity for active participation and practice, appropriateness of technique for the level of the learner, regular and frequent evaluation, variety of techniques.
- h. Integration with regular work activities.
- i. Possible unintended outcomes that might result

The following program for accomplishing the materials objectives was established:

Using the table of contents of Barton and Bell's Reference Books, A Brief Guide as a syllabus, study the major reference works in the Kingman Resource Center reference collection. Every week each staff member will write an abstract of selected reference books. Each week at a staff meeting, staff members will present and discuss their abstract. After being edited by the staff, the abstracts will be compiled in a notebook to create a Resource Center staff manual of reference books.

The following program for accomplishing the audiovisual equipment objective was established:

Each staff member would become a specialist with several types of AV equipment. Then, individual staff members would give demonstrations to other staff members on the operation and maintenance of the equipment they have specialized in. Staff members would then have time for "hand-on" practice. Subsequently, each staff member would set up and operate each type of equipment in a classroom or similar situation to demonstrate his ability to operate the equipment. Moreover, each staff member would take a weekly test to demonstrate his understanding of trouble-shooting and maintenance.

Assigning Administrative and Training Responsibilities:

The Resource Center Director will direct the staff development program.

Selecting and Preparing Learners:

All staff will participate in the program, as all staff are involved with reference work and AV Equipment. All staff are prepared to participate in the program, having been actively involved in the process of program development.

Providing Appropriate Materials and Facilities:

The following items are already available:

1. AV Equipment
2. AV Equipment manufacturer's instructions
3. Small seminar room
4. Reference books

The staff will design a form that will help make abstracts comprehensive and uniform.

The major forseeable problem is possible distraction by library traffic. If student assistants are not available to staff the circulation desk (currently, none are available), staff meetings will have to be held in the reading area where the circulation desk can be supervised. Distractions will be minimized by holding meetings during the time there is normally the least traffic.

EVALUATING THE PROGRAM

Evaluation of the staff development program is needed to provide: 1) Feedback to the participants about their progress in the program; 2) Feedback to the program director about the progress of the program; and 3) Final evaluation of the success of the program.

One of the organizational goals is to improve Resource Center reference and audiovisual service. As a step toward reaching that goal, the objective of the staff development program is to improve staff knowledge of reference materials and audiovisual equipment. It is assumed that if the staff successfully completes the staff development program, their knowledge of reference and audiovisual materials will be increased, and their greater knowledge will enable them to provide better service. Thus, if the staff successfully completes the program, the program will be assumed to have improved service.

While establishing the needs and objectives of the program, the staff also established performance criteria for the successful completion of the program. The measurement of successful completion of the reference materials program will be the scoring of 80% on a weekly test taken by all staff members on the reference materials previously discussed. The measurement of successful completion of the audiovisual equipment program will be the scoring of 80% on a weekly test taken by all staff members covering trouble-shooting and maintenance of equipment and the demonstration by each staff member that he can set up and operate each type of equipment. The weekly tests will be used by participants to gauge their personal progress and by the program director to monitor the progress of the program. Tests will not be used in the evaluation of personnel for retention or promotion.

In addition, throughout the program, group discussion of the success of the program will be used to provide feedback to the program director about the progress of the program.

MODEL 7

PARTICIPANT..............................Ruth H. Donovan

ORGANIZATION.............................Library, University of Nevada
Reno, Nevada

DATE.....................................Draft of May, 1976

COMMENT:

This model is based on an informal statement of staff development intent which is closely linked with a major overall organizational goal. Activities to meet the identified needs are anticipated to come from a variety of internal and outside sources. The section describing the incentives for participating not only carefully defines those incentives but indicates the value the organization places on staff development involvement.

One of the goals of the University of Nevada, Reno, Library is to provide "a trained staff to acquire and organize the collection as well as to assist all users of the Library." In order to work toward this goal there must be developed a long-range plan for training and continuing education of library staff, both professional and non-professional, taking advantage wherever possible of existing programs offered on the local, regional and national levels and using staff meetings and other less formal methods.

NEEDS

As part of this plan, an orientation program for new staff that will be effective in introducing them to the various departments and work of the Library, but not too time-consuming, will be introduced. Other needs expressed through a questionnaire and some informal interviews are:

A. Library related: 1) Accessing computer data bases, 2) Reference sources, including government publications and maps in areas such as chemistry and physics, earth sciences, and business services, and 3) Revised cataloging rules.

B. General: 1) Supervisory skills and knowledge, including State Classified System rules and regulations, 2) Interpersonal communications, 3) Management skills for senior staff, including personnel administration, budgeting, and public relations, and 4) Foreign languages - German and French.

ACTIVITIES TO MEET GENERAL NEEDS

An improved and continuous effort will be made to disseminate information about existing programs being offered by both General University Extension and the Nevada State Personnel Division, through notices in MEMO, the monthly staff newsletter, and posting information handouts in the Staff Room. Similiarly, announcements will be made at appropriate times of university and community college courses being offered. Information about workshops and other kinds of training programs taking place within a reasonable distance (many in neighboring California) will be made available. Some not so near but meeting a very specific need will also be considered.

ACTIVITIES TO MEET SPECIFIC NEEDS

In-house workshops, on-the-job training, or staff meeting situations will be used where appropriate to meet library related and general needs. Workshops will be organized through the Northwest District of the Nevada Library Association or N.L.A. itself, especially at annual conventions. Advantage will be taken of university and community college courses, and General University Extension contacted for help in organizing short courses.

INCENTIVES FOR PARTICIPATING

1. Administrative leave is granted as extensively as possible considering staffing needs.

2. Registration fees are paid by the Library in accordance with library policy. Per diem and travel are sometimes covered but such funds are quite limited.

3. Library Science course credit specifically applies for classified staff promotions. Workshop certificates are useful on the record for career development.

4. For library faculty, participation in continuing education programs is considered in annual evaluations, for merit increases, promotion and tenure.

EVALUATION

This is an on-going, open-ended program and will require continuing evaluation and assessment of needs. Through reports by participants, questionnaires and interviews with both participants and supervisors, programs will be evaluated and future plans made.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 8

PARTICIPANT............................Carol Hildebrand

ORGANIZATION...........................Lake Oswego Public Library
Lake Oswego, Oregon

DATE...................................Draft of May, 1976

COMMENT:

Although still in outline form, this model shows the involvement of the public in the needs assessment process for staff development (and other) purposes. Some of the identified needs can be helped with staff training, others can not. The degree of correlation between public-identified needs and staff-identified needs is interesting.

At this stage, the majority of the training activities are to be done in conjunction with staff meetings. This entails the risk of diminishing the other uses for such meetings. Since the library staff numbers ten in all, this situation might not present such a problem as in a larger organization.

NEEDS

Expressed by the public:

Staff training can't help

1) More hours open
2) Bigger, better collection
3) More money from County
4) More staff

Staff training can help

5) Better, more complete information to the public (inferred from their responses)
6) Be sure people are assisted when they need it, even if they are hesitant to ask at first.
7) Schedule to allow staff to be available as needed

Expressed by the staff:

1) More staff, more space, more time
2) More understanding of each other's jobs
3) Better communication among staffers
4) Staff needs to take more responsibility
5) Need to be aware of attitude we project so we can be charming, accurate and realistic (not be defeated by problems).
6) Also, more knowledge!
    - Typing
    - Classical music
    - Advertising, public relations
    - Cataloging and Dewey Decimal system
    - Reading and art courses
    - Accounting and budgeting
    - Organizational development
    - How to run a meeting
    - Computerization (how to use, not how to do)

OBJECTIVES

1. Involve all staff members in planning, implementation and evaluation of staff development program.

2. Between December 1, 1975 and July 1, 1976:
    a. Expand training of all clerical staff to include principles of Dewey Decimal System and basic use of catalog (filing rules).
    b. Expand training of Pages to include principles of Dewey system, how to answer the phone, phone renewals and basic use of catalog (need not include filing rules).
    c. Continue to hold staff meetings weekly, at least half an hour each.
    d. At least one staff meeting a month, reference staffer to show and discuss new reference items for everyone to see.
    e. At least once in this time, and once every fiscal year, implement job

exchange within Library staff to acquaint staffers more intimately with each other's problems and routines.

   f. Explore possibility of staff exchange with other libraries, public school or special, nearby to gather ideas and become more familiar with other operations.
   g. Explore feasibility of attendance at regular formal classes for job advancement or job-related personal growth.

3. Involve all staff in planning for new building.

4. Involve all staff in budget-planning for Fiscal Year 1976-77.

5. Involve all staff in study of circulation system and better methods with better machinery.

6. Provide opportunity for discussion between affected staffers and among all staff, for better communication, problem-solving and attitude improvement:
   a. Through routing slip and meetings, give opportunity for input regarding any proposed policy or practice before its adoption.
   b. Responsible staffers to have full authorization to make decisions and handle details of operation in their area of responsibility, (including scheduling, supplies purchase, materials selection, instruction of new staff.)

ACTIVITIES

1. Encourage staff attendance at exterior workshops.

2. Carry out budget process, beginning with suggested programs, objectives and research regarding line items purchases solicited from all staff. Narratives written by professional staff.

3. Hold weekly general staff meetings, for special items of information, gripes, compliments, etc.
   a. Circulation staff book revised, with general review
   b. Systematic statement check planned
   c. Input and suggestions solicited from all staff for city-wide salary negotiations, and report from Library representative.
   d. Review books of interest, especially reference and children's books.
   e. Transmit information regarding special programs and projects
   f. Choose name tags or buttons, for patron information

4. Hold special general staff meetings, to:
   a. Discuss and practice filing rules
   b. Conduct a lesson on basic Dewey Decimal system, with practice in assigning simple numbers and subjects.
   c. Role- playing for practice in handling situations and exploring attitudes - a patron complaint, or explaining a new policy to a patron, or conducting a reference interview, for example.

5. Hold professional staff meetings, to:
   a. Decide on and write filing rules, not previously codified
   b. Discuss and write needed revision to policy of Library as a whole
   c. Review materials selection, to choose books and other materials to purchase, subject areas of concentration.
   d. Plan special programs, news releases and booklists.

6. Encourage membership in OLA and on committees.

*7. Plan new building

**8. Study circulation procedures, to upgrade the system.

9. Plan job exchange in library and with other libraries.

* Lawsuit has stopped active planning, no activities feasible until it is resolved.

** Budget considerations have delayed study of this new program.

MODEL 9

PARTICIPANT..............................Nancy Hudson

ORGANIZATION.............................Clark County Library District
Las Vegas, Nevada

DATE.....................................Draft of May, 1976

COMMENT:

Viewing many of the existing activities of the organization as opportunities for staff growth and development helps this model work toward a meaningful response to both individual and organizational needs. Identified and designated responsibilities give this program strength as does institutional encouragement and support through stated policies.

STAFF DEVELOPMENT PLAN

Since 1972 the administration of the Clark County Library District has been committed to the philosophy that continuing education programs are important to the library and to the entire staff. Formal needs assessment has not been undertaken, but specific activities have been designed in response to perceived needs. Evaluation of programs has been helpful in planning future directions. The following plan articulates the ongoing program, only part D represents an untried direction. The need for this component was expressed in evaluation of the first orientation session held on March 18, 1976.

The goal of this plan is to provide each employee of the library district with opportunities for educational activities that will prepare him to make his maximum contribution to the library organization and to realize his fullest possible potential as an individual.

The following continuing education activities are promoted by the personnel coordinator as essential parts of Clark County Library District's staff development plan:

A. Orientation meetings are held whenever there are at least six new staff members to be introduced to the library organization. These meetings will be limited to matters which concern all employees and are to be supplementary to the training received from department heads in actual tasks.

B. It is the responsibility of department heads to train new and present employees in work procedures that they are required to perform. This is accomplished on an individual basis as well as through scheduled departmental meetings.

C. Committee meetings are important means for sharing knowledge among staff members and for encouraging growth of the individual through participatory management. Every meeting has an agenda announced that outlines its objectives.

    1. Administrators and Coordinators meetings: This management group meets with the director on matters of budget and policy.
    2. Materials Selection Committee: This group meets with the adult services coordinator to plan selection policies and procedures.
    3. Personnel Committee: This committee is formed according to a policy stated in the personnel manual, and consists of employees from all classifications and departments of the library. It meets with the personnel coordinator on staff policies and problems.
    4. Computer committee: This group meets with the computer coordinator as needed to develop policies and procedures related to automation. It was formed when the library installed a CLSI LIBS 100 Circulation Control System.

D. Half-day workshops will be held periodically to acquaint employees with the work of departments other than the one to which they are assigned. Sessions are planned on technical services, circulation, programming, and extension departments.

E. Workshops are held once a month by the extension department for paraprofessional branch librarians from outside Las Vegas, for bookmobile drivers and for library workers from the southern region of Nevada. Workshop content is directed to the needs of the library staff of agencies in small communities.

F. Clark County Library District encourages all employees to participate in the activities of local, state, regional and national professional organizations by joining these organizations, attending their meetings and conferences and assuming leadership roles. Travel funds are budgeted each year to support these efforts and activities.

G. Academic education programs are considered the responsibility of each individual employee. The library district does not contribute tuition to such programs but department heads with responsibility for making schedules are responsive to the needs of students enrolled in courses, and will attempt to arrange work schedules that allow time for such activities. The personnel manual also states that up to one year leave without pay may be granted to an employee wishing to pursue graduate study in library science.

H. Participation in special non-credit workshops and institutes is encouraged whenever the content is directly related to the employee's work assignment. Employees may be allowed paid leave, fees, travel, and per diem expenses as needed to participate in such activities, subject to the approval of the library director and the library board, and to the availability of funds.

The administration of the library is aware of the cost of this staff development program in terms of time and money spent, and is constantly monitoring continuing education activities to assure that they are contributing to the goals of the plan. Participants, both learners and teachers, are regularly reminded of their responsibility to make sure that these activities are truly meaningful and effective.

MODEL 10

PARTICIPANT..............................John Peters

ORGANIZATION.............................Natrona County Public Library
Casper, Wyoming

DATE.....................................Draft of May, 1976

COMMENT:

This is a process model, adaptable to a number of different library situations contemplating staff development. A series of insightful and pragmatic inquiries are phased with step-by-step action points. Adaptability to a particular localized situation is built in because, though the content is specific and unique, the process is generalized.

PHASE I - GOAL CLARIFICATION

Cycle I - Questions to ask:

1. Is STAFF DEVELOPMENT itself a stated goal of the library?
   If "no":
   Step I: Interpolate from stated goals of the library and from the library board and staff input a STAFF DEVELOPMENT GOAL.

2. Are staff goals with respect to staff development known?
   If "no":
   Step II: Assess staff needs through questionnaire used with individual interviews. (This assumes a relatively small staff size with little duplication in duties).

Cycle II - Questions to ask:

1. Are library goals and staff goals with respect to staff development compatible at all?
   If "no":
   Go back to Cycle I.

2. What are the areas of compatibility? (List areas where library goals and staff needs indicate the same actions)

PHASE II - PRESENT ACTIVITY SURVEY

Cycle I - Questions to ask:

1. Which activities occur now or have occurred?
   a. meetings (detail by type)
   b. workshops
   c. job rotation
   d. new staff orientation
   e. new job orientation
   f. on-the-job training
   g. incentives (time off, tuition payment, advancement or other recognition)
   h. other

2. Which of the above have contributed significantly to library goals and staff needs as established above?
   Step I: Keep and improve these.

3. Which have not contributed significantly to library goals and staff needs?
   Step II: Discontinue these.

Cycle I - Questions to ask: (cont'd)

4. Which activities have not occurred which might significantly contribute to library goals and staff needs?

Step III: Plan for institution and evaluation of these.

PHASE III - INDIVIDUAL PLANS

Work out with each employee an individual development plan, compatible with library goals, utilizing the activities continued and planned above as they are appropriate for the individual. Include a time frame for completion of the various aspects of [illegible]. (In small staffs, the response to personal needs possible with individual development plans seems desirable)

PHASE IV - INSTITUTE NEW PROGRAMS PLANNED IN PHASE II

PHASE V - EVALUATE CONTINUING AND NEW PROGRAMS

MODEL 11

PARTICIPANT..............................Eleanor Streeter

ORGANIZATION.............................California State Library
Sacramento, California

DATE.....................................Draft of May, 1976

COMMENT:

The professional development of the staff of a state library has some unique aspects and needs. This model identifies the areas of need and proposes full use of available resources to meet those needs within the overall context of the organizational responsibilities. Evaluation of training effectiveness is often a challenge. The description here of that facet is useful and, combined with the section on maximizing the effectiveness of training, can provoke reflective thought.

NEEDS

The training needs of survey of October 1975 showed several clear areas for attention which were not within any unit's area of concern and which would be suitable for a coordinated training effort.

The most prominent of those expressed needs was the need for greater awareness of the goals and objectives of the organization. The unstated need within this may be the need for more of a team building atmosphere. More visible leadership to encourage support and reward excellent employees would be beneficial and might be well tied in with an annual library-wide directional conference of, perhaps, a half-day duration. A report by each Bureau Chief on the past year's accomplishments and that Bureau's future plans with introudction and summary by the State Librarian would be one approach to the needs. The meeting on CLASS was noted in the survey by one or two respondents as something of the type of thing they would like to see more often.

The unit goals can and should be made clear annually by each section supervisor. Individual supervisors can make use of the annual performance appraisal interviews to discuss the individual's place in the unit's plan and emphasize that person's contribution and its importance.

The second area of need expressed by both professional and non-professional employees was training in problem solving skills for which course training is available. Care must be taken in selecting a course with wide general application rather than a narrow complex formula approach. A search of various resources is planned.

The groups then diverged in their stated needs with professionals being interested in planning skills particularly budget preparation and in more input on professional issues and concerns before getting into human relations and communication skills. The non-professional staff expressed its interest beyond the first concerns to be in interpersonal and group communications and human relations.

GOALS

To coordinate use of resources to provide maximum benefit to the California State Library and its employees.

To assure that needed training is provided to California State Library staff when and where the need is greatest and in the manner in which it will be most effective.

PROFESSIONAL DEVELOPMENT

I. Librarianship

An In-House Program will be developed. We have many talented employees on our staff, both professional and non-professional, who are available for increasing the awareness and enrichment of others. The development of the concept of shared responsibility can also contribute to a team-building attitude within the staff.

This program would begin by including all professionals for a series of meetings to discuss new developments in the field with guest speakers as well as employees to give talks on specialities. It would be established by formation of an Organization and Program Committee.

After development and use of in-house resources, a second phase would include other librarians from non-state libraries in professional staff development activities. CSL might work jointly with other State agencies, Sacramento City-County Library, SLA and CLA.

Out Service Library training courses of a post-graduate nature for purposes of updating professional awareness are relatively rare, at least in California, but when located, attendance by CSL librarians is encouraged. One on-going source of such courses is University of California, Santa Cruz and their Summer Library Workshop program.

II. Management, Administration, and Budgeting

Unique problems occur when a professional is given budgeting and other managerial responsibilities for the first time; not only librarians have this problem, but many other professionals in fields of health, social science and physical sciences, for instance. All have these transition problems in moving from technical or subject expert to unit manager. To smooth the transition, a combination of course work in program management and on-job experience in handling delegated portions of management responsibilities would be a reasonable approach. This would start with carefully selected groups of 5 to 10 Librarians and Senior Librarians willing to invest their time and energy in this effort. Bureau Chiefs and Section Supervisors who supervise promising Librarians and Senior Librarians would nominate them for participation in a multi-year development program designed to increase readiness of the individuals to move to greater responsibilities.

III. Professional Breadth and Flexibility through Rotation

Objective - To provide mid-career librarians with opportunities for professional development and broadening of scope. Improved flexibility and range of experience also assist in preparing participants for promotion.

Who - Senior Librarians, initially. Participation will be voluntary. If feasible, it may be expanded to include librarians with more than 1 year on current assignment and Library Technical Assistants and Senior level clerical employees.

Duration - Six months or more; the fine points of a new subject area would be lost in less time, and as work experience, a shorter time would be insignificant.

How - Participants would state their preference in order of interest. These would be accommodated as possible.

Probably no more than four should be involved in the first six-month period lest the place collapse into chaos.

Position transfer would not be involved. Participant would "take his position with him" as an even exchange of people is anticipated.

Evaluation - Would be mutual; supervisor would give performance appraisal to participant upon completion with copy to Bureau Chief. Participant, in turn, submits written evaluation of his experience to supervisor with copy to Bureau Chief.

EVALUATION

Training evaluation is not solely the reaction of the trainee to the training experience though that is a useful part of it. The larger, more important consideration is whether or not the desired improvement occurred after the trainee returned to the work situation. This is often a very difficult thing to measure and it can only be done by those in the employee's work unit, normally by his supervisor. The intangible nature of many of the benefits of training, such as improved clarity of thinking or sureness in approach to problem solving in a certain area or even the prevention of problems, can go unnoticed by those affected but it is the job of the supervisor to monitor whatever change, positive or negative, which might be related even remotely to the training experience.

As the system presently exists, the training need statement is required on the flip side of the Out-Service Training form, known to its friends as a PO-5. This need statement is presented as 'Justification' and is presumably known to the supervisor since the supervisor's signature is required on that form. Assuming truthfulness and thoughtful input at this point, the full circle can be completed by requesting the supervisor's assessment of whether progress of any sort toward filling the stated need occurred after the training was given. An added side benefit to this should be the more careful analysis of training needs before the training is given and a closer relation of training to job requirements.

The timing of the supervisor's assessment of benefit will probably vary with the individual situation and with the nature of the training involved and so presents a procedural problem. Thus, several approaches have been considered. First, a series of evaluation forms could be sent a supervisor at, say, one week, one month and two months after training to see if and when any changes have been noted. This would appear to be excessively burdensome. Second, a form could be sent immediately after training for the supervisor to hold until it was felt that the benefits, if any, had been evidenced,with a follow-up by the Training Office, if not returned after one or two months. Third, an estimated time of appraisal could be made at the time training was requested either by the supervisor or the Training Officer. Of these, the second alternative would appear to be the most workable and so is the one proposed.

The present trainee's evaluation form will continue to be sent out upon completion of the training.

MAXIMIZING THE EFFECTIVENESS OF TRAINING

A key to a more effective training program from the California State Library would include more coordinated use of resources people as well as dollars, together with improved screening of participants and a more even selection of appropriate training programs. All of this should be set within a framework of organizational objectives and individual needs.

Training can be one of the most useful tools available to a manager or a supervisor. Unfortunately, the proper use of this tool is not widely known. It has limitations and times when it should not be used. It is not a substitute for good supervisory technique and personnel practice.

The first question to ask is "Is it a training problem?" If the second question is "How should I know?", you may wish to peruse a quick and easy-to-read outline of problem analysis entitled Analysing Performance Problems by Robert F. Mager and Peter Pipe, Belmont, California, Fearon Publishers, 1970.

The chances for training effectiveness are good only with (a) selection of the proper course - both for the level of the trainee and for the aptness and quality of the content and (b) reinforcement of the points made in the course when the student is back on the job - if the supervisor doesn't know or care what was gained by the student, it should not have been approved in the first place. If this student will not have the opportunity to use the training in the foreseeable future, it also should not have been approved as "required" training. It would be career development if approved at all.

Training for morale purposes may occasionally be justified for motivation, for encouragement of self development, for the outward appearance of fairness and for administration of organizational caring; but it should be used very sparingly for these "needs". There are other things involved in these areas which training cannot touch.

On the same theme, if at all possible, no supervisor or lead person should have the responsibility for more than a few months without being given the training necessary for that position.

Training policy and availability should be told to all new employees in their orientation to the State Library probably both in general terms in the Administrative orientation session and in specifics by the supervisor's annual performance appraisal.

At the time of preparing that appraisal and the employees preparation of the Individual Development Plan, the opportunity occurs for some meaningful communication and negotiation on the topic of what training is needed, desired or would be useful in the year to come or, better yet, in several years to come. Objectives and opportunities can be realistically discussed at this time.

New services or programs requiring new skills or expanded responsibilities can logically be a training objective. If training doesn't exist now for the area or direction of concern it can be custom drawn to fit the need.

The guiding principal for the use of training is that training should fulfill the needs of the organization and the needs of individuals within that organization. This is a wide enough scope to encompass everything from a Computer Needs analysis course for a section supervisor planning automation to an "Effective Listening" course for a clerk who will be handling the public for the first time. Anyone can benefit from training but not just anyone can benefit from any training. A Clerk I in supervisory training will not get much use for it for a long time but his supervisor might never have had the course and would obviously be a better choice. The training must be appropriate for the job class and duties of the participant.

Training is a tool of infinite flexibility. The resources available within the State of California are some of the richest in the world. With good practices, judgment and luck in selecting from among those many training resources, the satisfying results can make the jobs of all employees more rewarding.

MODEL 12

PARTICIPANT..............................Barbara Barth

ORGANIZATION.............................Library Personnel in Southeast Arizona, Region VI

DATE.....................................Draft of May, 1976

COMMENT:

With a clearly defined view of the constraints and difficulties, this model addresses very specific areas of need with learner-oriented logistics. A unique advantage presented here is that of the person-to-person touch in spite of the distance and time involved. Following the setting of objectives for each activity, each workshop will probably address very specific learner-defined problems which will assist the application of what is learned directly to on-the-job responsibilities.

Environment

Arizona's Region VI is composed of four counties: Cochise, Graham, Greenlee, and Santa Cruz. Within this area are approximately 85 libraries, the majority of which are school libraries. Each county has a county library although two are quite newly established and the other two have been in existence only about five years apiece. The majority of these libraries are staffed by non-professionals. School librarians in Arizona usually hold a teacher's credential and have taken enough library courses to qualify them for state certification. Academic librarians within the region seem to fall into the same category as the school librarians. The public librarians range in educational background from high school education through professional librarians with the preponderance being non-professional. Special libraries include institutional facilities, U. S. Army post and reference libraries, a U. S. National Monument library, as well as a private research organization or two. The lack of professional staff seems to stem from the odd and short hours many of the libraries have and the lack of funds.

There were several problems to be solved: distance, time, equipment, personnel, and audience. Most of the libraries are one person libraries, unless they are run by a corps of volunteers. With some 85 libraries, it was not feasible to hold a mini-workshop in each library. Five population centers were decided upon. This solved, or mitigated, almost all of the problems. Each workshop would be held five times, once in each population center. No workshop would be more than 45 minutes or one hour away from each library, with one exception. This meant that there would even be a choice for some libraries; if one date was not satisfactory, another might be managed. To make the most of the travel time, it was arbitrarily decided that each workshop would be an "all day" session.

The remaining problems to be solved were those of personnel and equipment. Very few of the professional librarians in the region have any broad expertise within one of the above areas. An administrative decision was made to utilize Arizona State Library consultants where and when possible and bring in outside personnel when available. Audiovisual aids would be utilized when available and pertinent. Since only one area expresses a definite need for equipment training, it was decided to open negotiations with the local community college AV staff for the purposes of either a night class or one on weekends.

The regional librarian has met with almost every librarian or library clerk in the region at least once. During these meetings, a number of needs have been identified, importance not necessarily in the following order:

1. Reference materials and the reference interview.
2. Technical processing: card catalogs and catalog cards.
3. Technical processing: weeding and mending.
4. Public relations.
5. Boards of trustees/Friends of the library.
6. Audiovisual equipment.

Once these needs were established, it remained only for some type of consistent staff development program to be developed.

The goals of this staff development project are to increase the capability of each librarian to effectively maintain and augment their library services, and to raise the standards of service within each library. The primary objectives are to increase the competencies of each librarian within each of the stated needs, and to increase awareness of public needs and how to meet them.

Each workshop will run 9:00-12:00, 1:30-3:30 unless special problems within a given subject call for extended hours. Built into each session, with the possible exception of the reference series and the board of trustees/friends of the library, will be a work time where the participant will have "handwork" to do. Evaluation material will be derived from the ever present questionnaire as well as the successfully (and not so successfully) completed "handwork."

Tentative programming estimated dates show: 1) Technical processing: weeding and mending. (June 1976); 2) Technical processing: card catalogs and catalog cards. (August 1976); 3) Boards of trustees/Friends of the library. (October 1976); 4) Public relations. (November 1976); and 5) Reference materials and the reference interview. (June 1976 - January 1977).

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 13

PARTICIPANT..............................Marilyn Poertner

ORGANIZATION.............................Boise Public Library
Boise, Idaho

DATE.....................................Draft of May, 1976

COMMENT:

This public library has a fortunate opportunity to integrate its staff development program with the effort to involve the staff in the formulation of library goals. If closely related, each focus can support and reinforce the other. The staff development effort is likely to maintain a healthy balance between meeting organizational and personal needs. The development of library goals will provide indication of present and future staff needs as well as presenting opportunities for the staff to work together in a purposeful endeavor, one with long-range implications for the community.

Environment

The Boise Public Library presently employs nine librarians who have earned the Masters Degree in Librarianship; seven assistant librarians who have a B. A. with 16 hours of library science courses; twenty-four clerical employees, thirteen pages, and two maintenance people. Education level of the clerical employees varies from the B. A. degree to high school diploma. Pages are either high school or college students.

The library was housed in a 1905 vintage Carnegie Library building until April 1973 when a move to a remodeled warehouse made adequate stack space, working space, and public space available for library service. Hours were soon increased to seventy open hours per week and seven days per week from September - May. The library is closed on Sundays June - August. The library owns one bookmobile but has no branch facilities. It serves a city population of 98,199. In 1975 a great deal of staff effort was directed toward conversion to the C.L.S.I. automated circulation system.

The above information is included to provide a perspective on the climate for staff development which exists within the organization. Finding adequate time for general staff meetings and division meetings is very difficult. Every division feels the pressure of being short staffed as well as being asked to increase service. The increase in library use has been marked since the move to the new building.

Previous and continuing involvement in staff development at the Boise Public Library includes the following activities:

1. Attendance at library association conferences, workshops, and institutes by members of the professional staff (M.L.S. and B.A. with 16 hours of library science). Cost of travel, registration, board and room, etc. are paid by the library either in full or in part, depending upon budget limitations.

2. The library participates in the City Tuition Reimbursement program. Any library employee may be reimbursed by the City for six credit hours per semester at Boise State University up to $300 per year if he or she earns a "C" in the course(s). It is not library policy to offer "release time" for courses taken during normal working hours, i.e., work time missed must be made up.

3. Personnel policy manuals, library procedure and policy manuals, and library staff manuals are given or made available to new employees. The individual is given some time to become familiar with the manuals, but there is no general meeting in which the library policies are explained. This is now left to the supervisor.

4. Orientation of new staff members includes a brief tour of the library and introductions to other staff members, attendance at an orientation session provided by the City Personnel Department for all new city employees, and on-the-job training provided by the supervisor. There is presently little instruction in the responsibilities of other library divisions or library interrelationships.

5. Acquisition of the C.L.S.I. automated circulation system during 1975 resulted in a concentrated program of in-service training on computer terminal use and input procedures for Technical Processes and Circulation staff members.

6. Quarterly meetings for all staff members are held as an opportunity for information exchange.

7. Staff members whose position descriptions require driving a city vehicle are assigned to attend City Defensive Driving sessions on library time. Those who are interested in the first aid training provided by the City Safety Department are assigned to attend on library time.

8. The Boise Public Library, as regional center library for SIRLS (Southwestern Idaho Regional Library System) provides in-service training for the librarians of a ten-county library region through quarterly workshop meetings on topics of interest, through individual training at Boise Public Library on a one-to-one basis, and through on-site visits to the member libraries by consultants. Members of the Boise Public Library professional staff are encouraged to attend the regional meetings and also to serve as consultants to the regional librarians.

NEEDS ASSESSMENT PROCESS

Interest in evaluating and expanding the scope of the library's staff development efforts led to the Library Board of Trustees granting approval for the Assistant Director to participate in the year-long WICHE Institute for Training in Staff Development. As preparation for the Basics Workshop held at Boulder, Colorado, November 4-7, 1975, a needs assessment questionnaire was distributed to all library staff members in October. The model provided by WICHE was used, modified only by the addition of a question asking the respondent's opinion of the library's responsibility for staff development. A copy of the aggregate responses to the Needs Assessment Survey is attached. Thirty-five of the forty-two full-time library employees returned the questionnaire.

MAJOR FINDINGS OF THE NEEDS ASSESSMENT

Specific training needs identified by the needs assessment survey were:

1. Interpersonal and group communications skills
2. Human relations skills

Specific training needs identified by the needs assessment survey were: (cont'd)

3. Supervisory and management skills
4. On-going training in use of computer processes and applications
5. Improved orientation for new employees
6. Job rotation program
7. Knowledge of community needs
8. Storytelling and puppetry workshops
9. Familiarity with the procedures and the responsibilities of all library divisions
10. Basic courses in library science
11. Training in selection and acquisition techniques for the professional staff
12. Discussion of and familiarity with the reasons for general library policies

GOALS DEVELOPMENT PROCESS

At the same time that the staff development needs assessment process was begun, an important related effort to involve the general staff in developing library goals was also taking place. Under the direction of a Goals Committee Co-ordinator, two representatives from each library division, one professional librarian and one other employee, formed committees to determine goals for their division. Additionally, one representative from each division formed a Mutual Goals committee. Committees met weekly for six weeks before presenting reports to the entire group. The Goals Committee Coordinator and the Assistant Director were assigned to edit the committee statements, after meeting with each group to clarify the meanings of the written statements. The Goals Statement is still in unfinished form, however, some of the suggestions for staff development differed from those identified in the Needs Assessment survey and are included here:

1. Establish a formal Staff Development committee.
2. Train employees in the use of various items of library equipment, such as film projectors, opaque and overhead projectors, etc.
3. Schedule workshops on communicating effectively with the elderly, the physically handicapped, the deaf, and the mentally retarded patron.
4. Schedule a workshop for the reference librarians on government documents.
5. Schedule safety demonstrations for the library staff, including emergency evacuation drills on a regular basis.

PURPOSE OF THE STAFF DEVELOPMENT COMMITTEE

As a result of the identification of the 17 training needs listed above, a six-member Staff Development Committee was appointed in January, 1976, and began meeting on a regular basis in March, 1976. Two representatives of the clerical staff, two representatives of the professional staff, and two representatives of the administration are presently members of the committee.

The immediate purpose of the committee is to prioritize the areas of needed training suggested by the survey and goals process, and to plan new training activities in addition to those already made available by the library. The Staff Development Committee will serve as a distribution center for information about upcoming conferences, classes, in-service training programs, etc. to the rest of the staff.

Responsibility for long-range planning of staff development activities and development of evaluation measures for each training activity and for the program as a whole rests with the Staff Development Committee. It is anticipated that the quarterly general staff meetings already scheduled by the library can serve as a vehicle for evaluative feedback from the staff as well as a means for them to communicate new training needs.

PROGRAM OBJECTIVES

The overall goal for the Boise Public Library's Staff Development plan is stated as follows: "Encourage and develop increased staff competence by providing appropriate continuing education opportunities to employees in all job classifications." The objectives are:

1. By December 1976 the Library Staff Development Committee will have a completed orientation program for new library staff members, with orientation activities spaced throughout the six-month probationary period.
2. Five permanent library employees will have completed a voluntary "job rotation" assignment of one month's duration in another library division by June 1977.
3. All Circulation and Technical Processes staff members will receive a minimum of one hour's training and practice on changes in computer input and use techniques following each new program release.
4. All library supervisory personnel will be trained in basic computer terminal operation and in the practical services the computer can provide by August, 1976.
5. By June 1, 1976, all library staff members will have participated in a four-hour "Human Effectiveness Training" workshop and will have practiced active listening and other communication techniques.
6. By May 1, 1976, library staff members will be trained in emergency evacuation procedures.
7. Reference librarians will be trained in the retrieval of information from government documents in a one-hour presentation by the Governement Documents Librarian in July 1976.
8. Three one-hour general staff meetings will be held dealing with the problems involved in communicating with the elderly, the deaf, and the physically or mentally handicapped patron, September 1976, November 1976, and January 1977.

TRAINING ACTIVITIES

For the orientation program for new employees, training activities to be used include personal interviews, tours, individual study of policy and departmental procedure manuals, and viewing slide/tape programs on the Boise Public Library and the library's place within the city and within the regional, state, and national library heirarchy. The orientation activities will be spaced through the employee's six-month probationary period. A written test over library policies and the procedures of the individual's division will be presented after two months of employment. The objective of the orientation program is to improve the competence and performance of new employees by providing repeated opportunities to learn through a variety of training activities.

Training activities of the "Human Effectiveness Training" workshop will include lecture, two-member team practice in active listening, small group interaction, and role play. The objectives of the workshop are:

1. Demonstrate responsiveness to expressed staff needs for training in communication and human relations skills.
2. Train all staff members in a useful approach to problem solving and communication techniques.

A workshop evaluation form will be distributed to all participants the day after the workshop in order to obtain feedback. Observation of the staff to determine whether they are practicing the techniques presented would be another means of evaluation.

Safety training activities include viewing slide/tape presentations and films, practice in use of fire extinguishers, and practice in evacuation procedures. The objective is to instruct all employees in the actions necessary to evacuate patrons and themselves from the library building in case of an emergency. Speed of building evacuation will be the evaluation measure, as monitored by Safety Department and Fire Department personnel.

MAJOR RESOURCES USED AND THEIR SOURCES

Major resources used in the staff development plan training activities are the library staff members themselves, both as instructors and participants. This is true particularly for the orientation and job rotation objectives, the computer training, and the government document workshop planned. Boise City Safety Department and Fire Department personnel have been involved in designing an emergency evacuation plan for the building and in safety training activities. The Customer Service Representative from C.L.S.I.'s Santa Clara office trains the library's Computer Console Operator, who in turn trains other Technical Processes and Circulation staff members in procedural changes brought about by new program releases for the system. Dr. Michael Eisenbeiss, a local psychologist licensed to teach Dr. Thomas Gordon's "Human Effectiveness Training" classes will be utilized in presenting the concepts of active listening methods for communicating needs, and "no-lose" problem solving to all members of the library staff in two four-hour workshop sessions. Most of the resources for our first year training plans are people rather than media kits, although the Staff Development Committee plans to utilize slide/tape sets in the orientation for new library employees.

AFFIRMATIVE ACTION CONSIDERATION IN THE PLAN

At this stage, the staff development plan objectives do not specifically include a commitment to affirmative action guidelines. In-service training programs will be provided for staff members in all job classification levels, without discrimination. The Boise City Personnel Department is now in the process of preparing a city-wide plan for affirmative action. In 1977, each city department, including the library, will be responsible for preparation and acceptance of an individualized affirmative action plan.

As of May 1, 1976, the library employs 55 individuals on a full-time or part-time basis. Of the 55 employees, 13 are male and 42 are female. All are Caucasian except for one female professional librarian who is Japanese and one male page who is an American Indian. The distribution by sex within library job classifications is as follows: librarians with M.L.S. degree, 1 male, 8 female; assistant librarians with the B.A. degree plus 16 hours of library science courses, 1 male, 6 female; clerical employees, 2 male, 22 female; pages, 7 male, 6 female; maintenance employees, 2 male.

CONCLUSION

The outlook for Staff Development for Boise Public Library employees on all levels seems much more hopeful than last year at this time. Although much work remains to be done in planning for meaningful training activities and for appropriate evaluation of the programs, the Staff Development Committee has been formally established and motivated to plan training in response to the expressed needs of library staff members and the objectives of the organization.

MODEL 14

PARTICIPANT..............................Judy Engman

ORGANIZATION............................Mid-Columbia Regional Library
Kennewick, Washington

DATE....................................Draft of May, 1976

COMMENT:

"External" factors often influence what can and what cannot be done in a staff development program. In this case, curtailment of funds inhibited the original plans to meet multiple needs. The feasible possibilities did not have the same scope as the desirable expectations. However, to pare those expectations to what is most beneficial for the least cost is a challenge well met here. Rather than shelving plans entirely, a single practical emphasis continues interest in growth until more might be done later.

Environment

Mid-Columbia Regional Library is a two-county library system, serving Benton and Franklin counties in Southeastern Washington. Established twenty-six years ago when the area was largely rural and bookmobiles were the primary means of information dispersal, its growth over the years has been affected by the development of nuclear power at the Hanford Atomic Works in Benton County and the massive influx of a technical, well-educated population.

It is important to know that Mid-Columbia Regional Library staffs the information desks in its two main buildings with a professional or para-professional librarian at all times. It has been the policy to have all the librarians, other than the director, spend a certain amount of time each week in this capacity, in order to retain their reference skills so they can assist with coverage during illness, vacations, and emergencies. It is these "occasional" people who felt the most need for a refresher course. The three small brances are staffed by library clerks, and they too expressed concern that they were not giving the best service possible out of their building, with their particular reference tools.

With the appointment of a new director in 1974, the professional staff of eight librarians began experiencing the satisfactions and the problems of active participation in management for the first time. A needs assessment was made in October 1975, and at that time they identified the following areas:

1. Mid-management skills (job descriptions, supervision)
2. Fiscal expertise (cost accounting, budget analysis & writing)
3. Writing goals and objectives for the library
4. Keeping current in Reference service
5. Promotion of library services

With an extremely tight budget for 1976 allowing for no fiscal support for any training program, it was decided to initially prioritize the Reference problem, since it would have an immediate impact on library service and could be accomplished with no outlay of funds.

MODEL FOR A REFERENCE SERVICE TRAINING PROGRAM

Goal:

To maximize the quality of reference service available to the patron, regardless of when he comes to the library.

Objective:

To cut the number of unsatisfactorily completed information requests by half. ("Unsatisfactory" meaning that the librarian either felt that she had not served the patron well, or had to call upon another librarian for assistance).

Activities:

1. Bi-weekly workshops in specific areas
2. Weekly introductions to newly acquired material
3. Visits to each branch library

Time Frame:

October-December 1976

Cost:

Staff time for participants to attend
Preparation time for Reference Librarian
Travel time to branches for Reference LIbrarian

Evaluative Techniques:

1. Personal dialogue with each librarian to ascertain if they feel their awareness level of material has improved
2. Decrease in number of "hold-over" requests from one shift to another

Evaluative Techniques: (cont'd)

3. Decrease in number of "subject" requests sent to State Library

Description of Activities:

1. Workshops. Format of the workshops will be a detailed "walk-through" of the features of books selected by the librarians as those they want to learn more about, followed by specific "problems" that will give them an opportunity to work directly with the books. The first three workshops are to be attended by all the librarians, since they represent the areas of greatest felt need. The following ones are to be attended by the paraprofessionals and any professional librarian that feels a need in that subject area:
   September 23 -- Washington State Laws
   October 7 -- Federal Laws
   October 21 -- Business Reference
   November 4 -- Quick Reference
   November 18 -- History Reference
   December 2 -- Literature, Music, Art Reference
   December 16 -- Social Science, Science Reference

2. Introduction of new materials. A brief discussion of special features of new material at a weekly management staff meetings will be held, and the material will be held at the Reference desk for one week till everyone gets a chance to browse through it.

3. Branch library visits. The three branch libraries all have a few of the usual "ready reference" tools, plus good sets of encyclopedias, the Lincoln Library, a science reference set. Personal visits to each will be scheduled during the October to December time, to work with them so they may get the full benefit of what is available to them in their reference books, plus showing them how to use the Washington Library Network microfiche to their advantage.

SECTION I STAFF DEVELOPMENT MODELS IN LIBRARIES, AGENCIES AND LIBRARY SYSTEMS

MODEL 15

PARTICIPANT..............................Dwight W. Shannon

ORGANIZATION.............................Learning Activities Resource Center
California State University
Chico, California

DATE.....................................Draft of May, 1976

COMMENT:

This model gives evidence of a strong, well-based beginning for a comprehensive staff development program. The initial needs identification process was found to be only a partial assessment with broad needs requiring further definition before specific activities can be planned to answer them. The individualized approach to obtain more and better information is an excellent follow-through.

Without a clear statement of the purpose of the program itself, pre-occupation with specific activities might lead to a scatter-shot response of unconnected learning events, valid only for short-term and specific needs.

Environment

The Learning Activities Resource Center (LARC) at the California State University, Chico includes the University Library and the Instructional Media Center (AV & TV). The University Library staff consists of 73 people of whom 26 are professional. The Instructional Media Center has 23 professional and support staff members. The LARC serves a faculty of 850 and a student body of over 13,000. The University serves a largely rural area of approximately 30,000 square miles in Northeastern California. It is the only degree granting institution in its service area.

The LARC staff has been active over the years in attending regional and statewide professional meetings, workshops, and institutes. In addition, the University Personnel Office has sponsored many training sessions and short courses which have involved a broad cross section of the staff in staff development activities. It was not, however, until the Associate Director became a participant in the WICHE/USOE Institute for Training in Staff Development that any serious thought was given to the establishment of a formal staff development program.

As a result of his participation in the Institute, the Associate Director appointed a ten member committee to work with him on staff development. The committee represents a cross section of the staff of the University Library and the Instructional Media Center, and has from its inception been chaired by him.

NEEDS

In order to determine its priorities, the Staff Development Committee developed a comprehensive needs assessment survey questionnaire in the fall of 1975. Members of the committee then met with all staff members to explain what was being done, to go over the survey questionnaire, and to enlist their support in answering the questionnaire which included both written comment and machine scored components.

Of the 93 questionnaire packets distributed, 67 were returned to the committee. Thus 72% of the staff chose to voluntarily participate in the survey. As a result of the survey, the Staff Development Committee was able to identify the following major needs and areas of concern:

1. New Employee Orientation
2. Staff Morale
3. Communication
4. Management & Supervisory Skills
5. Training & Education Opportunities

OBJECTIVES

In setting up objectives for the staff development program, the committee realized that some of the above needs and areas of concern are very broad in scope and so general as to make it difficult to address the issues. To cope with this problem, small subcommittees or individual committee members are conducting individual or group interviews with staff members who have specific concerns, particularly in the areas of morale and communication. The Staff Development Committee is also aware that some areas of concern are budgetary or administrative in nature and not necessarily resolved by a staff development program.

With the above in mind, certain broad objectives have been stated for the staff development program.

1. New staff members will go through several specific periods of orientation within 60 days of employment as defined by the Staff Development Committee.
2. A series of lectures, short courses, or workshops or interpersonal, group, and organizational communication will be made available to the staff at regular intervals on a continuing basis.
3. A series of lectures, short courses, or workshops on management and/or supervision skills will be scheduled at regular intervals on a continuing basis for the staff.
4. Recognizing that education is a continuous process, a comprehensive plan will be developed for in-house in-service training of staff in such areas as filing, operation of AV equipment, basic classification and cataloging, the budget process, etc. Thirty or more subjects have been identified for such treatment on a rotating basis thus ensuring that in-house in-service training will be a long term continuing program. Within budgetary limitations, staff members of all ranks will be encouraged to attend off campus conferences, workshops and training sessions which have some relation to their work responsibilities or aspirations. Staff members will be encouraged to audit or enroll for credit in any courses offered by the University which will help to meet their individual needs.

In so far as possible, resources for staff development lectures, group discussions, workshops, and training sessions will come from the LARC staff and from the university community. Films and other nonprint media will be used from campus sources or borrowed or rented as the occasion requires. In some instances, it will be advisable to bring in outside resource persons because of special abilities that they may have.

AFFIRMATIVE ACTION

The affirmative action program for the University Library has been updated as far as recruiting and employment practices are concerned. The role of the Staff Development Program is one of assisting and implementing the Affirmative Action Program to ensure that minority members of the staff receive every opportunity for development and training that other members of the staff enjoy. Beyond that, the Staff Development Program is designed to encourage the acceptance of minority staff members on their merits as individuals rather than thinking of them as members of a minority group.

EVALUATION

Evaluation techniques have yet to be determined for measurement of the results and change in attitudes that can be expected when the staff development program is implemented. Evaluation of the program should measure whether program objectives have been met. It should identify strengths and weaknesses in the program and determine whether the results of the program are worth the time and money expended.

Although the Staff Development Program is yet to be implemented, almost all members of the LARC staff are enthusiastic about its potential. The LARC administration and the university administration are committed to it in giving time, resources, and available funds for its promotion. An indication of the staff's long term commitment to staff development is the recent adoption of a Staff Personnel Plan which provides that an elected Staff Development Committee be one of two standing committees.

MODEL 16

PARTICIPANT.............................Frank J. Swan

ORGANIZATION............................Jackson County Library System
Medford, Oregon

DATE....................................Draft of April, 1976

COMMENT:

This is a model of a process for developing a staff development program. The plan intends to facilitate the Staff Development Committee's accomplishment of its goal to constantly improve staff capabilities. As the Committee moves through the process to fulfill its mission, its members will be exposed to the opportunity for a valuable learning experience.

Personnel in some organizations tend to adopt a very specific training activity in moving toward a staff development program. This approach offers immediate evidence of activity and can serve to interest the staff in growth opportunities. In this model, however, a systems approach is offered. It will take longer to reach the stage of implementing activities but is likely to lead to a wholistic inclusion of mutual staff and organizational growth and may, in the long run, assure quality programming.

Environment

Josephine County Library System comprises a main library and three branches all with a total full-time equivalent staff of about 25 persons of which no more than four are librarians with MLS degrees. This library system serves a county of approximately 50,000 people of which about 14,000 are in the county seat of Grants Pass where the main library is located. The county is also served by a community college located in Grants Pass. The library system delivers primarily basic library services to its community on a very limited budget.

The Jackson County Library System includes a main library, a processing center, and 12 branches. The total full-time equivalent staff is about 65 persons of which only 10 have MLS degrees. Of the remaining, approximately 30 are full-time employees and 15 are part-time. Many of these part-time personnel are Community Librarian positions. This library system serves a county population of 108,000, with 34,000 of the total living in the county seat, Medford, where the headquarters of the library system is located. Staffing will be reduced in the coming fiscal year.

The county's continuing education needs are also served by SOSC, a four-year college in Ashland, a town of 14,000 where a large branch library is located. This branch is headed by two professional librarians. Other local education programs are offered by Oregon College of Business in Medford, the Free University classes in Ashland. Evening courses are offered by some of the school districts. Jackson and Josephine Counties are at least a three-hour drive away from the University of Oregon at Eugene which has an accredited MLS program. The Jackson County Library System gives basic library services to its diverse community within the constraints of a shrinking budget and an inadequate headquarters building.

The eleven remaining library branches in Jackson County serve towns of 400 to 5,000 people each. Most of these libraries are open less than 40 hours a week and operated by only one person, many of whom have only a high school education although years of experience in their jobs.

The Jackson and Josephine County Library Systems have long been involved in cooperative activities for mutual benefit. These neighboring library systems have participated in a cooperative staff development program since 1973. Staff development is a necessary function of the Library System derived from the requirement of the system to constantly improve its service capabilities. Planning for this staff development program is done by a committee of six representing both library systems. The following list indicates some of the aspects of the present staff development program which need corrective action if in-service training for maximum staff benefit is to take place:

> The In-Service Committee currently lacks the time for long-range, well conceived planning and direction of staff development programs.
>
> Time is occasionally lost in the committee due to its present lack of a common basic approach to planning staff development and a lack of defined goals for the program.
>
> Clear and measurable objectives have never been set out for current staff development programs.
>
> Present staff development programs are not capable of measurable evaluation.
>
> Wide ranging staff participation in designing development programs is needed in order to improve desired participation.
>
> The present staff development program is not geared to the needs of management and middle management personnel.
>
> The present staff development program is not designed to provide in-depth knowledge and directly useable understandings for a majority of the staff.
>
> The staff development needs assessment done in Jackson and Josephine County Libraries in September, 1975 was incomplete because it contained no questions pertaining to the present In-Service Training Program.
>
> Staff development activities do not generally lead to a solution of the operational problems which occur within the libraries.
>
> Staff development programs have not encouraged the establishment of clear and measurable departmental and system wide objectives.

As a participant of the WICHE Institute on LSD it is my responsibility to assist and train the In-Service Training Committee, and act as their resource person for designing programs; however, it is not my responsibility to personally train the whole staff nor to personally establish new activities or programs myself. Preparation of staff development programs is the function of the In-Service Training Committee with the suggestions and help of the entire staff.

Since the content of the WICHE Institute on Library Staff Development has been the planning procedures we are to use to design staff development programs rather than staff development programs per se, since everything that the WICHE staff has presented to us has been on the basis of utilizing that same planning procedure, and since in my own prior contact with this procedure through the systems approach I came to believe in its validity and strength as a planning tool, I have made the assumption that presentation of this procedure and the systems approach to our staff is the most beneficial and logical first step toward improving our staff development programs as well as many other library functions.

The systems approach is a wholistic, rather than linear, method of observing, evaluating, planning or designing anything. It was developed from the general systems theory as a result of observation of systems of all kinds - natural, social, mechanical and mathematical - in an attempt to find a common bond. The systems approach utilizes an obligatory sequence of interactive elements.

OBLIGATORY SEQUENCE

> Observation of the Environment (i.e., Situation) with its resources, constraints, requirements, restrictions leads to a NEEDS ASSESSMENT. Based on this assessment one designs a System (or program, plan, etc.) by first establishing needs related GOALS. Goals are then transformed into measurable OBJECTIVES, from which are derived the ACTIVITIES (functions) required to accomplish the system's goals.
>
> Not until this point in the process when all the above pre-planning is accomplished should any thought and decision be given to the COMPONENTS required for the activities needed. At each step there should be FEEDBACK AND EVALUATION leading to possible reassessment and accommodation. Constant evaluation of the system's relationship to environmental needs must be maintained.

PURPOSE

The purpose of Staff Development in all its possible forms is to enable the library and its staff to continually improve their service effectiveness to individual users and the community at large. All staff development programs must be able to demonstrate, at minimum, stated indirect benefits to the library user in terms of improved or enhanced services.

Therefore, in designing training programs the In-Service Training Committee must constantly raise the question, "How will this training program or activity benefit the library user?" If affirmative results cannot be anticipated and put in written form the activity is suspect.

GOAL

My goal as the resource person from the WICHE Institute on Library Staff Development (LSD) is: To improve the ability of the In-Service Training Committee to determine and implement staff development programs which are goal oriented, functionally relevant for all staff levels, and capable of concrete evaluation.

OBJECTIVE

The In-Service Training Committee will be trained in the use of the systems approach as a tool for designing staff development programs by June, 1976. Evaluation of the successful accomplishment of this objective will be measured by the following criteria:

1. The committee will have assessed the staff needs of the present In-Service Program and will have translated those needs and the previous needs assessment into an overall Staff Development Program goal by March, 1976.

2. Clear, acceptable, and measurable objectives for staff development programs will have been defined by the committee based upon the use of the systems approach by April, 1976.

3. An outline of a financially realistic staff development program, serving all staff levels, which is capable of concrete evaluation will be developed by May, 1976.

4. The In-Service Training Committee will have completed a two-year plan for orderly, goal oriented staff development which recognizes and addresses itself to priority training needs of all departments and all staff levels by June, 1976.

5. The In-Service Training Committee will have trained other department heads and key personnel (at least twenty-four persons in the two systems) in the use of the systems approach by October, 1976.

RESOURCES

My own limited experience with the systems approach

Experience of some other staff with other models of planning concepts

Library materials collections dealing with program budgeting, planning, decision making, and systems planning

WICHE staff, background and knowledge

Good will and receptive attitude of In-Service Training Committee and their willingness to work for change

Text will be "Developing a Systems View of Education" by Bela H. Banathy, Fearon Press, 1973

Auxiliary reading materials - "Planning and Evaluating Library Training Programs" by Brooke E. Sheldon, Florida State University (Available from WICHE). "Preparing Instructional Objectives" by Robert F. Mager, Fearon Press 1962. "The Universal Traveler" by Don Koberg and Jim Bagnall, 1972.

CONSTRAINTS

Training of In-Service Training Committee members must not unduly interfere with their service to patrons.

Although staff development committee time is limited due to both financial and service constraints, presentation of the systems approach and planning procedures requires concentrated or at least frequent contact time for maximum results.

The directors of the two systems must be involved in the training of the In-Service Training Committee as active learner-participants, but especially as evaluators.

Since membership in the In-Service Committee changes, training in the committee's work, goals and techniques must ultimately include any staff members who might become members of the committee.

Each learner - participant will be prepared for each session with written notes pertinent to that element of the obligatory sequence which is the subject of the particular session.

Learner - participants will be paired and each pair assigned portions of the plan to draft, utilizing input from participants prepared notes and information from subsequent discussions.

ACTIVITIES

1. Presentation:

Overview of the training program including the obligatory sequence e.g., Needs
Goal Objectives Functions Components Evaluation

Basic Sequence common to systems analysis, PERT, CIPP, PPBS, MBO and problem solving, etc. D

Relationships of Systems e.g., Environment, Suprasystem, System, Subsystem

Discussion of techniques of needs assessment

Assignment:

Committee members will conduct and analyze a brief needs assessment on the current In-Service Training Program among their departmental staff.

Read Banathy, Preface pages v and vi and Chapter 1 pages 1 thru 4.

2. Presentation:

Review of systems relationships and study of system structure, e.g., input, transformation, output, feedback

Developing a familiar model for transformation

Discussion of needs assessment results from committee members as well as information supplied by resource person from the September 1975 needs assessment questionnaire

Preliminary formulation of a Staff Development Goal based upon the needs assessment analysis

Discussion of the characteristics of a goal

Requirements of Objectives

Assignment:

Read Banathy Chapter 2 pages 5-18.

Committee members will individually prepare goal oriented Staff Development Objectives, based upon the needs assessment analysis.

Members will also begin keeping a log of problems encountered and solutions attempted in using the approach.

3. Presentation:

Discussion of objectives formulated by committee members to determine those objectives best addressing the training needs of the two systems.

Discussion of output model: What will the final product look like, act like or be like according to specified objectives.

Assignment:

Committee members will present goals and objectives to department staffs for feedback and evaluation.

Read Banathy Chapter 3 pages 19-34.

4. Presentation:

Reevaluate objectives, determine if all objectives meet all criteria of objectives. Determine if objectives are limited to the problem(s) at hand.

Evaluate training activities and accomplishments thus far according to Objective criterion #1.

Preview analysis of input activities and discuss.

Assignment:

Committee members will prepare lists of alternative program concepts potentially capable of satisfying objective requirements. Costs and availability are not to

Assignment: (cont'd)

be discussed or considered at this point. In preparing lists, committee will maintain a mental distinction between program concepts and program components.

Read Banathy Chapter 4 pages 35-50.

5. Presentation:

Discuss alternative program concepts generated by committee members and brainstorm additional program ideas.

Compare program ideas to objectives and evaluate.

Analyze and discuss the organization or structure of the transformation process.

Assignment:

Participants will meet with their department staffs to brainstorm program - component ideas from which participants will prepare lists of all components which could possibly activate the various alternative programs.

Read Banathy Chapter 4 pages 51-72.

6. Presentation:

Compare and combine the various program concepts with the components listed and evaluate against objectives.

Resource person will bring in commercial program components and related information gained from the WICHE Basics Workshop.

Brainstorm all available resource and possible constraints which might impinge upon the two library systems and their staff development programs.

Discuss output organization and activities.

Evaluate training activities and accomplishments according to objective criteria #2 and 3.

Assignment:

Compare and weigh constraints and resources against the various program - component alternatives.

Read Banathy Chapter 5 pages 73-83.

7. Presentation:

Discuss feedback and control structure.

Compare and evaluate the most promising program - component combinations in relation to stated objectives and highest priority training needs.

List all foreseeable results and indicate most likely results for each program combination.

List and estimate all costs for programs which appear most promising and evaluate against likely results.

Evaluate training activities and accomplishments using objective criteria #4.

Discuss methods for In-Service Training Committee to prepare their staffs in the basics of the systems approach.

Assignment:

Go therefore and do likewise.

REQUIREMENTS

- Location central to Grants Pass and Medford

- Privacy to avoid interruptions and allow free discussion yet still provide an availability of participants to rest of library for emergency purposes.

- Mornings would generally appear to be a better meeting time since participants would be fresher, generally more free of meeting activities, and if the time is carefully scheduled might allow two of the participants to meet on the way to work thus saving some mileage expenses.

- Meeting times need to fit with all participants schedules, particularly the schedules of the directors.

- Frequency, number, and length of sessions operate together in that fewer sessions require longer time periods with shorter intervening periods and vice, versa.

- The work load demands on all participants coupled with public service requirements of all participants would seem to effectively rule out frequent all day sessions; therefore short sessions of two to three hours would seem appropriate.

- Short sessions, as indicated above, would lend themselves to a frequency of every week or every two weeks which would additionally allow time for contemplation and work with the process.

- Activities listed indicate a need for five to seven separate short sessions. Gold Hill Library would fit all these requirements. It is closed to the public each morning and therefore available (unless otherwise scheduled for meetings) until 2:00 p.m. It is staffed on Tuesday mornings, which could also be a benefit for handling incoming phone calls, etc.

While materials costs of this training program are relatively low, the dollar value cost in staff time and travel is significant. The largest materials cost would be for eight (8) copies of the text I prefer, purchased by Jackson County Library System from the Directors fund for a total of eighteen dollars ($18.00) and cost of cassettes at seventy dollars ($70.00)

Staff time required for each participant including travel time should be about 25 hours. Dollar value of staff time used for three participants, including the director from Josephine County, is expected to be about $500.00 based on an estimated staff time cost of $20.00 per hour. Based on an estimated hourly cost of $33.00 per hour for the five Jackson County participants, including the director, the expected value staff time used would be $825.00.

Mileage costs can theoretically be reduced to a minimum by adjustments (where possible) in the schedules of some participants and by maximizing carpooling. If this is done round trips from Grants Pass to Gold Hill can be reduced to seven (7) and one way trips from Gold Hill to Grants Pass can be reduced to seven (7). One way is about 20 miles figured at a rate of .16¢ a mile; the mileage cost to the Josephine County Library would be about $67.00. Total miles 420.

Following a similar approach there could be only seven (7) round trips, Ashland to Medford, 26 miles each, and seven (7) round trips from Medford to Gold Hill at 28 miles each and 14 one way trips from Gold Hill to Medford at 14 miles each for a total of 574 miles at .16¢ a mile. Total travel cost $92.00.

It is recommended that both library systems borrow cassette recorders and purchase 14 (90 minute) cassette tapes each on which to record training sessions. The resource person will also have a personal set going. These will enable both systems to use the material for aids in training additional staff later as well as providing playback capabilities for participants.

COST TABLE:

	Jackson County	Josephine County
Text Books	$ 11.25	$ 6.75
Materials (pads, cassettes, coffee, cups, etc.)	55.00	37.46
Salaries	825.00	500.00
Mileage	92.00	67.00
	$983.25	$611.21

BENEFITS

The first required benefit will of course be a two-year staff development plan that includes programs for all staff levels and needs and indicates priorities. This plan should be ready in late spring or early summer. A less apparent but more important benefit would hopefully be a nucleus of staff members in both library systems, who would have a common mental framework with which to express their unique backgrounds and knowledge in tackling system problems, training other staff, and helping to move the libraries toward the use of program budgeting and management by objectives.

MODEL 17

PARTICIPANT..............................Mary Bates

ORGANIZATION.............................Blue Mountain Community College Library
Pendleton, Oregon 97801

DATE.....................................Draft of April, 1976

COMMENT:

This model is essentially an action plan which seeks to build from present opportunities that exist to explore ways to cooperate and to make the most of serendipity. Often the side-benefits from staff development efforts are overlooked, because the focus is too closely on the anticipated outcomes. Yet, in many cases, serendipitous outcomes may be more long-lasting and beneficial both to the individual and to the organization.

This model has a three prong thrust: (1) the obvious attention to the needs of the College library staff proper, (2) the consideration of cooperative staff development needs among all types of libraries in the College district, and (3) the prospect of working with the rest of the Oregon participants in the WICHE workshop to develop a team which could travel to various parts of Oregon to assist with the process of setting goals and objectives for staff development programs.

GOALS:

1. To determine on the basis of present opportunities for staff development methods of satisfying the needs of technical competence and personal growth of the College library staff.

2. To determine how staff development needs might be accomplished in a cooperative way among various types of libraries throughout the College district.

3. To discover a method by which all five librarians who represented Oregon to the WICHE Staff Development workshop might share ideas with librarians from all types of libraries throughout Oregon.

4. To take advantage of any serendipitous opportunities for staff development.

OBJECTIVES:

1 a. To determine College library staff development needs from staff members by November 1975 (See form below).

Present tasks?	How well do you do them?	Where do you want to be?	What would help you to get there?
1.			
2.			

b. To discover from all College faculty, administrators and staff, how library staff could better serve the library community. (Use WICHE Needs Assessment form.)

2 a. To gather continuing needs through oral and written methods at workshops to be held in January, February and March, 1976.

b. To determine during March or April the possibility of a joint meeting with librarians and their supervisors to discuss formulating of goals and objectives. Include affirmative action.

3 a. By mid-April to hold planning meeting for method of sharing concern for staff development with participants at Oregon Library Association annual convention to be held in Lincoln City, April 28 - May 1.

b. To discover through inquiry at OLA, interest in applying for possible Federal or foundation monies to finance training sessions throughout Oregon.

4 a. To keep in close contact with publisher representatives throughout 1975-76 as to types of training sessions or workshops available.

b. To keep abreast of activities of Umatilla-Morrow school librarians through 1975-76 via their monthly meetings and to note any opportunities for cooperative staff development activities.

STAFF DEVELOPMENT MODEL

GOAL	OBJECTIVE	ACTIVITY	EVALUATION
1. Unmet needs	1a From Library Staff	1a Use form p.1	1a Some ideas gained. Supplemented by interview and general staff discussions. Interlibrary cooperation suggested.
	1b From College Staff	1b Use WICHE suggested form	1b Instrument too sophisticated and vague. Much supplemental discussion, interviews needed. Most needs could be accomplished through interlibrary activities.
2. Cooperative methods	2a Workshops	2a Jan. - "Librarian as a Learning Consultant John Switzer.	2a Interaction among participants. VTR of participant role playing.
		Feb.- "Interlibrary Cooperation" - Dian Walster. Slide tape introduction.	Linear rating continuum
		Mar.- "Mending Workshop" Fred Brewis (Mary Bates)	Formal open-ended instrument. Follow-up letter eliciting ideas from those who did and those who did not attend in 5-county administrative district.
		April - Encourage as many as possible attend OEMA and/or OLA.	Informal discussion at next joint meeting.
		May - Joint meeting of supervisors and librarians. Include affirmative action planning.	Formal instrument Number of AA plans developed
3. State plan	3a April planning meeting	3a Meet during last session of WICHE workshop	3a Plan developed
	3b OLA	3b Panel discussion	3b Informal discussion
4. Serendipity	4a Publisher rep presentation	4a Standard and Poor publications use. VTR for future use with rep from business dept. of College	4a Informal discussion VTR
	4b School and public librarians' ideas	4b Cataloging A-V materials workshop	4b Formal instrument - probably open ended

Bibliography: WICHE publications: needs assessment form and various mailings sent to support workshop. Sheldon, Brooke. Planning and Evaluating Library Training Programs. 1973. Knowles, Malcolm. The Modern Practice of Adult Education. Association Press. Planning models from Washington State Advisory Council on Libraries (Washington State Library, Olympia, WA.).

MODEL 18

PARTICIPANT............................Sue Littlepage

ORGANIZATION...........................Pathfinder Federation of Libraries
Great Falls Public Library
Great Falls, Montana

DATE...................................Draft of April, 1976

COMMENT:

This model inter-relates the purposes of the Continuing Education Committee of the state library association with those of the library system. A needs assessment, conducted by the Committee, revealed state-wide needs for staff development. The Federation then has used those needs as the basis for a series of system workshops over a two-year period.

The use of a state-wide assessment of needs is here assumed to reflect the prime needs within the Federation. Given the essential kinds of needs indicated, this assumption is probably fairly accurate. In another situation it might not be.

The series of training activities might also be used to build people relationships throughout the Federation for other purposes, including further staff development efforts. The use of existing scheduled events is necessary in a state with huge geographical distances between libraries.

The continued success of the symbiotic relationship between the library association and the regional systems will depend to a great extent on sustained mutual benefits, continued consistent committee membership and the outcomes from the initial activities.

Environment

In the State of Montana, there are three large public libraries, a few moderate sized libraries, and numerous very small libraries. Many of these small libraries are staffed by a single person, most often non-professional, from 5-40 hours a week. Distances are great between libraries, money is scarce, and educational opportunities relatively non-existent for the remote librarian. In the mid-sixties a federation system for libraries was instituted to overcome some of these problems. (Each of the six federation districts are headquartered by a large library in that area which, in turn, provides the rural libraries with many basic library services. Because a federation system allows the small library to remain autonomous and free to federate or not federate, nearly 50% of the counties in the state have not yet joined a federation, thus perpetuating that body of librarians with many of the problems overcome through federation membership.) Regardless of the status of a library, there is frequently a call for help or training of some nature from these remote areas which must be heeded by someone, somewhere in the state.

The Continuing Education Committee of the Montana Library Association comprises representatives from school, vo-tech, university, and public libraries as well as library education who have shown a working interest in establishing a continuing education program for Montana librarians. The goals of the committee include the intention to:

1. Create an awareness of the importance of professional growth in the field of library service and the need for continuing education.
2. Implement an assessment of continuing education needs.
3. Coordinate and advise state continuing education program opportunities.
4. Serve as a link between WICHE and the state in collecting and disseminating materials, information, and services.
5. Evaluate continuing education activities.

NEEDS ASSESSMENT

The state-wide needs assessment, distributed, tabulated, analyzed just recently, serves as the primary guide for this model. Of an approximate 386 questionnaires sent out to public librarians and their staff members, 125 were returned. One hundred and seventeen of those returned were completed correctly and useable in tabulating and analyzing the results. Seven primary needs were identified by public librarians as being priorities in training opportunities:

1. Reference and interviewing techniques
2. Library materials selection
3. Determining library and community needs (defining the role of the library in the community.)
4. Cataloging, weeding, and technical processing
5. Planning and organizing library activities and programs
6. Improving skills in dealing with individuals and groups
7. Public relations and publicity skills

PROGRAM

These needs are to be incorporated into a continuing education program which will run through 1977, with meetings being held quarterly at the federation headquarters -- in this case, the Great Falls Public Library, Headquarters of the Pathfinder Federation. Coordinators of the federation headquarters will then report their continuing education activities to the MLA Continuing Education Committee, which will in turn share the information through a newsletter with other public librarians in the state.

The objectives governing this program are:

1. To deliver training to librarians through workshops, seminars, meetings, and other activities to attempt to satisfy the needs expressed in the needs assessment.
2. To introduce the concept of continuing education to rural, non-federated librarians, illustrating its value to the extent that the librarians will continue to attend and seek other continuing education activities.
3. To provide organized continuing education activities other than formal course work in such locations as to facilitate feasible distances and costs to the participants and the host library.

4. To increase the competency level of librarians in the state, thus increasing the library's service potential.

(Separate objectives, of course, will be designed for each of the training sessions.)

ACTIVITIES

The dates established in this model coincide with the quarterly federation librarian meetings/workshops that have been held at Great Falls Public Library since implementation of the federation system. The goals of the continuing education activities are worked toward by district wide participation in this program; therefore librarians from non-federated counties are invited to participate with the federation librarians in the various activities. Scheduled activities occur throughout the next two years as follows:

1. May, 1976 MLA Conference
2. June, 1976 Reference materials and interviewing techniques
3. September, 1976 Library material selection
4. December, 1976 Determining library and community needs
5. March, 1977 Public relations and publicity skills
6. May, 1977 MLA Convention
7. June, 1977 Cataloging, weeding, and technical processing
8. September, 1977 Planning and organizing library activities and programs
9. December, 1977 Improving skills in dealing with individuals and groups

Meetings will begin at 10:00 a.m. and end at 3:00 p.m. as has been customary in former federation meetings/workshops. If funding becomes available, travel expenses to the federation headquarters library will be met by the headquarters. All AV, printed, and other instructional materials and supplies will be provided by the federation headquarters.

To illustrate the way in which these activities will be administered, various methods and materials for the first session will be discussed in this model. As an introductory activity to the first session, a 30 minute video-tapeprogram purchased out of Milwaukee and entitled: "Reference: More Than an Answer" will be shown. Discussion will follow led by a university instructor in library science and an experienced representative from the reference department. Tips on frequently used tools, reference collection development and maintenance, and techniques that can be used in the reference interview and information assistance to fully satisfy a patron will also be covered in discussion by the two resource people. Part three of this program will entail a series of actual reference situations distributed among the participants for a simulated learning experience. Analysis discussions will follow each presentation.

After these preliminary training activities, a search exercise will be conducted. Each librarian present will be given a packet of requests he or she has submitted to the federation headquarters over the past few months to search in the headquarters library. Assistance will be offered, again, by the resource people. Following this activity an actual staff exchange will be implemented in which headquarters librarians will staff the rural libraries while that librarian spends 2-3 days as an employee of the federation library. At this meeting a schedule for the exchange will be established in accordance with each librarian's scheduling preferences. A current packet of reading materials collected for this topic will be given to each librarian to use as follow-up information after completion of the workshop.

EVALUATION

Evaluation of this program session will take place over a period of time in three basic phases. The first phase will consist of a written evaluation with discussion as a conclusion to the workshop. The second phase will be a headquarters analysis of the requests turned in by the attending librarians as to the degree of improvement in clarity and specificity of requests coming since the workshop. Phase three will be a visit by the resource people and headquarters coordinator after a six month period to observe the reference process, scrutinize the reference collection, and answer any additional questions the librarian may have had. A final evaluation phase to the entire continuing education program outlined here will be spot surveys and interviews in the community of all of the areas of service covered in this program. Additional programs will then be designed to retrain librarians in the indicated areas of weakness.

MODEL 19

PARTICIPANT..............................Geneva Van Horne

ORGANIZATION.............................Montana Library Association

DATE.....................................Draft of May, 1976

COMMENT:

This model presents the continuing education effort by a state library association designed to meet the needs of the state's school library media practitioners. As such, it relies primarily on the individual to acknowledge his/her specific needs, to avail him/her-self of the learning opportunity and to integrate the learnings into the on-the-job application.

The scope of the effort is noteworthy and might well serve as a stimulus for further and future efforts. The conference program has made use of many resource persons who then are identified as individuals who could be contacted subsequent to the conference for assistance.

NEED DETERMINATION

In early October of 1975, the State's school library media practitioners who belonged to the Montana Library Association responded to a self-administered needs assessment instrument dealing with the continuing education focus and coverage for the annual state conference May 6, 7, and 8. In addition, the boards of the two school divisions, library (MASL) and A-V (MIMA), participated in a lively group problem analysis prioritizing known professional needs of themselves and colleagues. Third, through telephone calls and personal interviews of eleven key leaders, including district supervisors, and a geographic sampling of school library-media practitioners in class A and B schools, further refinement of specific needs was ascertained.

Expressed needs centered on the desire to become better acquainted with the new national guidelines, Media Programs: District and School; selection of media to fit the curriculum; simple A-V media production; Title IX and affirmative action; basic A-V equipment specifications, purchase, use, and repair; coping with challenged materials; literature for kindergarten; reference up-date; and designing individualized learning packets.

ACTIVITIES

Acknowledged experts in the state were identified and contacted to develop ten mini-session workshops of one hour or less for the annual state conference addressed to those issues. Only two among those fields identified as needed has not been covered. Reference up-date and designing individualized learning packets will be offered during this summer session at the University of Montana.

Besides subject content, instructional strategies and methods were varied, including effective slide/tape sequences, games, small group interaction followed by large group synthesis, panel, "hands-on" A-V experiences, simulation, video-tape, transparencies with slide/tape sequences to reinforce lecture, and model guidelines.

EVALUATION

Evaluation of the workshops was completed through brief conferences involving twenty-one individuals in addition to a "check and short answer" form. Approximately one-half of those in attendance completed the latter. Results of the evaluations indicated that eight of the mini-workshops were consistently rated high with accompanying complementary statements added on several forms, while two of the sessions were rated low, the consensus of opinion appearing to be that it was too long and excessively detailed; the other, that the person, though knowing the content well, had difficulty expressing himself coherently and had a condescending, "superior air."

CONSTRAINTS

Major problems included:

1. Locating competent professionals willing to provide sectionals and workshops without monetary compensation
2. Arranging time slots so the school library-media specialists had an opportunity to attend first and second choices without conflicts

Major problems included: (cont'd)

3. Assuring adequate physical arrangements, minimum noise interference, and A-V equipment performance
4. Meeting the expectations of an heterogeneous audience with diverse field experiences, pre-service, and continuing education background
5. Receiving "input" and "feedback" from the target audience

PROFESSIONAL/PERSONAL GOALS

I certainly accomplished the professional and personal goals I had set for myself. Some of these were:

1. Identified the actual needs and interests of the state's school library-media practitioners who belong to the Montana Library Association as far as professional growth and development was concerned
2. Assisted in developing a program for the annual state library conference addressing to needs and interests of a given group of practitioners with a variety of activities
3. Located a pool of school library-media specialists and educators capable and willing to provide quality presentations and demonstrations
4. Constructed a needs assessment instrument, interpreted the data, designed program sequences to achieve identified goals and objectives, and devised an evaluation instrument and interviewing techniques to measure the degree of success achieved in attaining specific objectives
5. Served as a catalyst for directing attention and encouraging development of programs addressed to professional growth and continuing needs of Montana librarians as in-coming MLA president, and as a member of the state MLA board of directors and the state's continuing education committee

MODEL 20

PARTICIPANT..............................Barbara J. Mauseth

ORGANIZATION.............................Nevada librarians through the State Library

DATE.....................................Draft of May, 1976

COMMENT:

An in-depth, state-wide needs assessment combined with efforts to identify present continuing education opportunities in the state provides the base for an action plan which will be developed through a new state association committee. To channel the information from the needs assessment to providers of training makes the most of those existing opportunities.

NEEDS

A needs assessment instrument devised by the four Nevada participants in the Institute for training in Staff Development was mailed to over 800 members of the library community in an effort to

> ..."aid the Nevada State Library, the Nevada Library Association, and WICHE in determining the kinds of training for increased proficiency that can be incorporated into a statewide continuing education plan...."

Responses were received from over 200 persons, and a report incorporating the tabulation of results was published in the state library association's newsletter.

Areas of most need were identified as follows:

Personnel administration	95
Local/state history	88
Technical services	77
Materials selection	68
Reference services	66
Public relations	64
Non-book materials	61
Interlibrary loan and networking	49

Needs not listed in the above received less than nineteen votes apiece.

Following this initial listing of needs, an informal meeting was held with the Director of the Nevada Personnel Division's director of Resource Development and Training Program to determine to what extent already developed programs could be adapted for presentation to library personnel. Negotiations for such training will be carried out in the coming months.

A heavy reliance upon the university system to offer training opportunities was evident, as indicated by the following responses to an inquiry asking who should provide training:

University	87
Employer	74
WICHE	53
Community College	46
Nevada Library Association	45
Nevada State Library	43
Regional resource libraries (public libraries)	36
No reply	27

Obviously, some persons marked more than one choice!

As a further result of the tabulation, an attempt was made to gather data about existing courses and activities being offered by the libraries and school systems of the State that would relate to expressed needs. The university system, and one school district so far are the only respondents. Further attempts will be made to gather the data.

A further spinoff of the needs assessment -- and the participation by the four Nevadans in the Institute -- is the formation of a Personnel Development Committee of the Nevada Library Association. The four Institute participants form the nucleus of the group, which also includes members from the public, academic, and school library segments.

PROJECTIONS/POSSIBILITIES

The formation of the above committee presents an opportunity to use the human resources of the group to further refine the data gathered, and to develop an action plan from that refinement process.

Current plans call for opening negotiations with the community colleges to provide assistance in the design of courses that will hold a practical value to those persons already working in libraries of the State, and to provide an interface with the two university campuses, both of which offer a considerable number of credit courses in the subject areas reflected in the assessment instrument.

Due to the high number of responses concerning state/local history, it is planned that a full day workshop be offered on the subject during the annual conference of the library association.

At that same fall conference, it is hoped that the Personnel Development Committee will have been successful enough in its efforts so that a series of action recommendations related to training activities can be presented to the membership.

MODEL 21

PARTICIPANT..............................Jim Minges

ORGANIZATION.............................South Dakota State Library
Pierre, South Dakota

DATE.....................................Draft of January, 1976

COMMENT:

This draft shows the initiative for staff development for libraries in the state taken by the state library. A state-wide needs assessment reveals interesting patterns of staff development needs. A comprehensive action plan, based on those needs, sets clear objectives and defines activities that will achieve those objectives.

The clarity and specificity of the objectives, which are statements of the outcomes desired, will serve as guidelines throughout the implementation of this plan. The close relationship between each objective and the activities gives strength and purpose to the program.

Environment

The 126 public libraries in South Dakota form a loose statewide network, but are totally independent of each other and of the State Library. There are no intermediate (regional) systems or networks, nor does the State Library provide grants to individual public libraries at this time. No well organized training program exists but the State Library has the responsibility for such training, and several state colleges have small library science programs oriented primarily toward school libraries. About 10 public libraries have professional directors, another 15 could conceivably hire such directors in the future and the remaining 100 libraries are staffed by paraprofessional employees. Travel statewide is possible for larger libraries, within the local area for perhaps 50-75% of the smaller libraries.

NEEDS

In general the needs analysis indicated that public library staffs in South Dakota need the ability to manage increasingly complex operations; to perform improved public relations activities; to provide special extension services; to attain larger population bases and to form interlibrary systems; and to perform basic library procedures related to materials selection, reference/interlibrary loan, technical services (cataloging, acquisitions, serials), government publications, audiovisual materials, microforms, children's and young adult services. Staffs of large libraries need the ability to cope with new developments, such as sophisticated circulation systems, and cable and video television, and all library staffs need to interface with developing networks. These training needs are further affected by:

1) The program for certification of public librarians which is currently being planned by the South Dakota Library Association;
2) Adoption of the CEU (Continuing Education Unit) as a statewide measure of nonformal educational activities. Frequently referred to in this plan, the CEU represents ten contact-hours of noncredit educational activity, and is viewed as an alternative to college credit in measuring continuing education.

NEEDS ANALYSIS METHODOLOGY

In order to survey a large, widely dispersed library network, the following methods were used:

1) An analysis of Public Library statistical reports was conducted, supplemented by this consultant's on-site evaluations of libraries in the state.
2) A sample of public libraries was surveyed using the attached survey instrument. Twenty-five libraries (approximately a 20% sample) were surveyed, five by individual and group interviews and twenty by mail. The sample was skewed somewhat toward larger libraries to reflect their larger and more complex staffs and service programs as follows:

Population Served	Sample
0 - 2,000	9 of 77
2,000 -10,000	7 of 29
10,000 -25,000	6 of 17
25,000 +	3 of 3

3) The information gained by the above steps was analyzed with numerical values assigned to high, medium and low levels of training need.

STAFF DEVELOPMENT PROGRAM FOR SOUTH DAKOTA PUBLIC LIBRARIES

GOAL: To develop staffs and trustees in South Dakota Public Libraries who are trained in all skills needed in the provision of public library service.

OBJECTIVE 1: To implement a system for the communication of information among public librarians and trustees concerning opportunities for training in librarianship.

ACTIVITIES:

1. Obtain information concerning training activities and resources from agencies which provide training in librarianship and related fields of interest,

ACTIVITIES: (cont'd)

Producers of learning packages and aids, and clearinghouses for continuing education information.

2. Publish in each issue of the South Dakota State Library Newsletter and Bookmarks (Newsletter of the South Dakota Library Association) a listing of upcoming training opportunities, beginning February 1, 1976.
3. Inform librarians and trustees by July 1, 1976, that all information gathered in activity 1 are available by written, TWX, or toll-free In-WATS telephone request.
4. Establish by July 1, 1976 mailing lists to notify different categories of agencies and individuals of training events of interest.
5. Distribute reports of at least two continuing education activities during each calendar year in the period 1976-1980 to all public librarians and trustees.

OBJECTIVE 2: To establish staff development programs within South Dakota Public Libraries, primarily those with a staff of at least four full time employees (or equivalent).

ACTIVITIES:

1. Design guidelines for staff development plans in libraries, in cooperation with other South Dakota participants in the WICHE Institute for Training in Staff Development by January 1, 1977.
2. Make available to all librarians and trustees all staff development plans resulting from the WICHE Institute for Training in Staff Development by January 1, 1977.
3. Perform a workshop of at least 10 contact hours to train library administrators in developing staff development programs for their libraries by January 1, 1978.
4. Assist, upon request, library administrators in performing needs analyses, and planning and implementing staff development programs.

OBJECTIVE 3: To develop librarians and trustees of South Dakota Public libraries who are trained in the areas of primary individual need expressed in the needs analysis performed for this plan, at an appropriate level of sophistication, within five years.

SUB-OBJECTIVES:

A) To train the administrators of 75% of libraries serving at least 10,000 persons, and of 25% of libraries serving 2,000 - 10,000 persons, in skills needed for effective management of those libraries.

B) To train staff members of at least 60% of all public libraries in skills at the level of sophistication needed by these individuals in the areas of reference/interlibrary loan, materials selection, audio-visual services, technical services (acquisitions, serials, cataloging, processing, weeding), microforms, government publications, public relations, children's services, young adult services, extension services, and clerical skills.

C) To increase the awareness by library administrators, particularly in libraries serving at least 10,000 persons, of new trends and technology related to library service, including network development, cable and video television, and mechanical and automated circulation systems.

D) To train trustees of at least 60% of all public libraries in the duties of public library trustees, and to increase their awareness of possibilities for expanded public library services.

SUB-OBJECTIVES: (cont'd)

E) To assure that at least 75% of the public libraries in the state attain personnel standards required for accreditation of public libraries within the first year of operation of those standards.

ACTIVITIES:

1. To provide a series of workshops for library administrators to be held in at least one location in the state. One workshop should be held in the spring of each year during the period 1976-1980, and will award at least 1 CEU. Subjects to be included will be: program planning, management and evaluation (management by objectives); budgeting and fiscal management; systems analysis/cost accounting; management of physical facilities; personnel administration; and interpersonal communications.
2. To provide a series of workshops for library staffs to be held in at least four locations in the state each spring and each fall during the period 1976-1980. Each workshop will provide at least five contact hours, and the two workshops within each calendar year will award at least one CEU. Basic workshops will be offered related to: reference/interlibrary loans, materials selection, audio-visual services, technical services (cataloging, acquisitions, serials), microforms, government publications, public relations, children's services, young adults' services, and extension services. More advanced training sessions will also be offered in reference/interlibrary loan, technical services, children's services and extension services. It is possible that some of the above topics could be deleted if other means are used to provide training in those areas.
3. Contact educational agencies in South Dakota and attempt to implement by September 1, 1977:
    1) courses in librarianship for college credit offered in at least four locations in the state which do not presently have such courses available;
    2) courses specifically oriented toward the training needs of public librarians offered for college credit in at least two locations in the state.
4. Perform an analysis of the training needs of public library trustees by July 1, 1976.
5. Develop a plan for providing training for public library trustees by January 1, 1977.
6. Hold an institute offering at least 3 college credits or 6 CEU's to train those librarians who are virtually without any training in the basic skills needed for operation of a small public library, such institute to begin no later than June 30, 1978.
7. Notify public libraries by memorandum or article of local opportunities for education in clerical skills by July 1, 1976.
8. Survey the directors of libraries serving populations of at least 10,000 persons, or with annual budgets of at least $50,000 concerning the need for training in cable/video television use in libraries by July 1, 1976.
9. Arrange for a demonstration of various mechanized and automated circulation systems at the South Dakota Library Association Convention in October, 1976.
10. Circulate to librarians of libraries serving at least 2,000 persons test reports on automated and mechanized circulation systems, on demand.
11. Identify and purchase informational materials related to the training needs identified in this project.

ACTIVITIES: (cont'd)

12. Provide at least one workshop during the fall of each year related to new types of library services, networking, an advanced level of one of the skills covered in activity 2, or some other subject applicable to libraries serving at least 2,000 persons. Such workshops shall be held in at least one location.

OBJECTIVE 4: To increase the number of libraries serving a population of at least 5,000 persons as a minimal figure for support of adequate library service and a well trained library staff.

ACTIVITIES:

1. Discuss the need for more adequate population bases for public libraries, and problems involved in expansion of service areas or integration of existing library agencies at workshops or discussion meetings for librarians, trustees and local government officials in at least four locations in the state by January 1, 1978.
2. Distribute printed information concerning interlibrary contracts and mergers, methods for expanding service areas, etc. to all librarians and trustees by January 1, 1977.
3. Distribute an analysis of alternatives for provision of public library service in each county in South Dakota to the librarians, trustees, local government bodies and organizations in that county by January 1, 1977.

OBJECTIVE 5: To increase the number of Native Americans employed in South Dakota Public Libraries.

ACTIVITIES:

1. To provide a workshop of at least 1 CEU dealing with library services to the Indian people, including at least one contact hour dealing with affirmative action and the need for an increased number of Indian librarians in the state by January 1, 1978.
2. To place Indian library interns in at least six public libraries serving large concentrations of Indian people in order to perform special services to that population and ordinary library activities by January 1, 1979.

EVALUATION

1) College-credit courses will utilize conventional grading system for evaluation, with a predetermined target pass-fail ratio.
2) CEU courses will utilize written evaluation form.
3) Non-training activities will be evaluated solely on the basis of implementation by target date.
4) An evaluator will be appointed, probably another member of the state library staff, but possibly a librarian from outside of the agency if funds are available, who will issue annual written evaluations, and cumulative three and five-year evaluations of the program. However, since the evaluator may not remain the same person for the entire five years, reports should heavily utilize the above three evaluative aids to provide some uniformity. Program may be altered in progress on basis of annual evaluations.

(This bibliography was provided to each participant following the Needs Assessment Mini-Workshop in June, 1975, as a basis for following their individual interests and needs.)

WICHE/USOE INSTITUTE FOR TRAINING IN STAFF DEVELOPMENT

Bibliography

An initial bibliography of selected general titles

American Society for Training and Development, Inc., Professional Development Manual. Madison, WI., American Society for Training and Development, Inc., 1974.

A guide to assist those interested in increasing their understanding of the trainer's role and resources helpful in the trainer's personal development. Designed for those involved in training and development profession.

Burke, W., Warner and Richard Beckhard, eds. Conference Planning. 2nd ed. Washington, D. C., NTL Institute for Applied Behavioral Science, 1970.

A guide to planning and conducting effective conferences for diverse purposes.

*Chabotar, Kent J. and Lawrence J. Lad. Evaluation Guidelines for Training Programs. East Lansing, MI., Public Administration Programs, Michigan State University, 1974.

Guidelines for state and local trainers and administrators on the most beneficial approaches for evaluating specific types of training programs, given the many complexities and limitations involved in performing useful evaluations in real-world settings.

*Conroy, Barbara, Staff Development and Continuing Education Programs for Library Personnel: Guidelines and Criteria. Boulder, CO., WICHE, 1974. (Also available through ERIC).

Brief but comprehensive tool covering planning, implementing and evaluating staff development and continuing education programs for library personnel. This book is no longer available through WICHE.

Continuing Library and Information Science Education. National Commission on Libraries and Information Science. Washington, D. C., G. P. O., 1974 (Also published by American Society for Information Science).

Recommended by the National Commission the Continuing Library Education Network Exchange (CLENE) hopes to provide continuing professional education opportunities for librarians. Much basic information is included which would assist planners of training programs in areas such as needed content, preferred modes of learning, and motivations for continuing education.

Craig, Robert L. and Lester R. Bittle, eds. *Training and Development Handbook*. N. Y., McGraw-Hill Book Company, 1967.

The purpose of this book is to provide a broad reference source for those responsible for developing human resources in any organization. It illustrates the status of the overall practice of training and development as well as specific techniques to be used in developing training programs.

Davis, Larry Nolan and Earl McCallon, Ph. D. *Planning, Conducting, Evaluating Workshops.* Austin, Tx., Learning Concepts, 1974.

A complete, concise guide to adult education activities, beginning with a simplified survey of adult learning theory, the book moves step by careful step through the workshop process, from the earliest planning stage to the final evaluation.

Denova, Charles C. *Establishing a Training Function.* Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A basic guide to the problems of training in contemporary business and industry. Covers administrative and organizational requirements for a sound training function, basic aspects of the psychology of teaching and learning, and evaluation of results in training.

Engel, Herbert M. *Handbook of Creative Learning Exercises*. Houston, Tx., Gulf Publishing Company, 1973.

For the "inside" trainer, this book describes the selection and design of experiential learning exercises to be used in training activities. All the material in this book is geared to involve the participants directly and intensely in the training process.

Gorman, Alfred H. *Teachers and Learners, the Interactive Process of Education*. Boston, MA., Allyn and Bacon, 1969.

For teachers who wish to improve the interactive behavior in the classroom. The author builds on the basic assumption that effective teaching and learning is a process of communication among individuals in a group setting.

Grabowski, Stanley M. ed. *Adult Learning and Instruction*. Syracuse, N. Y., ERIC Clearinghouse on Adult Education, 1970.

An excellent collection of papers which discuss adult learning, instructional theory, and related issues in research and practice.

Ingalls, John D. and Joseph M. Arceri. A Trainers Guide to Andragogy. Washington, D. C., G. P. O., 1972.

A guide to new concepts and techniques in the field of adult education with particular emphasis on participative educational techniques.

Johnson, Stuart R. and Rita B. Johnson. Developing Individualized Instructional Material. Palo Alto, CA., Westinghouse Learning Press, 1970.

The overall purpose of this book is to assist teachers to improve the effectiveness of their instruction with the learners' needs as the prime consideration.

Kidd, J. R. How Adults Learn. Revised ed., N. Y., Association Press, 1973.

The author's purpose is to integrate ideas, theories and experience that will assist practitioners in adult education to better understand the adult learner as well as the process of adult learning.

Klevins, Chester, ed. Materials and Methods in Adult Education. N. Y., Klevens Publications, Inc., 1972.

Describes a wide range of diverse views on learning theory and implementation in the field of adult education. The main thrust of the book is as an aid to the teacher of adults in both formal and informal settings and at both pre-service and in-service stages of professional development.

Knowles, Malcolm S. The Modern Practice of Adult Education. N. Y., Association Press, 1970.

Serves as a basic and comprehensive guide in planning educational activities involving adults. Practical handbook, non technical language, straightforward approach.

Kozoll, Charles E. and Curtis Ulmer, eds. In-Service Training: Philosophy, Processes and Operational Techniques. Englewood Cliffs, N. J., Prentice-Hall, 1972.

A guide for the administrator or program planner on what to look for when instituting a staff development program and how to ensure a successful outcome.

Kozoll, Charles E. Staff Development in Organizations: Cost Evaluation Manual for Managers and Trainers. Reading, Ma., Addison-Wesley, 1974.

The author demonstrates that staff growth in any organization is more effective, more economical, and more acceptable to trainees if it is part of a system managed largely by in-house personnel. Also includes practical guidelines and a variety of training techniques with suggestions for putting theory into practice.

*Leonard, Edwin C. Assessment of Training Needs. East Lansing, MI, Public Administration Programs, Michigan State University, 1974.

Pulls together basic methodology on needs assessment in a systematized format and a single source. Includes instruments and extensive bibliography.

Lynton, Rolf P. and Udai Pareek. Training and Development. Homewood, Ill., Irwin, 1967.

Describes how to set up and maintain a training program-- the basic concepts, strategies and methods of training. Principles are drawn from experience.

Mager, Robert F. Preparing Instructional Objectives. 2nd ed., Palo Alto, Ca., Fearon Publishers, 1975.

A programmed text which assists the reader to formulate specific objectives to guide the development of training activities.

Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, Ca., Fearson Publications, 1968.

A guide for teachers on how to recognize behaviors they can use as evidence of favorable attitude in students. Describes three principles and techniques they can apply to help students be more favorably disposed toward their subjects of study, and offers a way of measuring success.

Mager, Robert F. Measuring Instructional Intent. Belmont, Ca., Fearon Publishers, 1973.

A book designed for those who want to know how well their instruction works and how to develop the basic tools with which to measure instructional intent.

Mager, Robert F. and Peter Pipe. Analyzing Performance Problems. Belmont, Ca., Fearon Publishers, 1970.

A procedure for analyzing and identifying the nature and cause of performance problems, and a method, via a quick-reference checklist, to determine which solution is most likely to work.

McCallon, Earl. Workshop Evaluation System Manual. Austin, Tx., Learning Concepts, 1974.

The contents are designed to provide a systematic approach to the evaluation of workshops via a scientifically developed instrument for the collection and analysis of participant evaluation input. Also included is a workshop evaluation scale designed to provide an overall assessment of the effectiveness of the workshop.

Nadler, Leonard. Developing Human Resources. Houston, Tx., Gulf Publishing Co., 1970.

A book for those actively involved in developing human potential. Discusses the function and background of human resource development, activity areas for training, education and development, and the role and function of the human resource developer.

Nixon, George. People, Evaluation and Achievement. Houston, Tx., Gulf Publishing Co., 1973.

An in-depth explanation of the function and importance of evaluation. Outlines the various types and uses of evaluation and its role before, during and after training in a multitude of diverse fields.

Peters, John M. and Curtis Ulmer, eds. How to Make Successful Use of the Learning Laboratory. Englewood Cliffs, N. J., Prentice Hall, Inc., 1972.

A guide to the procedures involved in planning a learning laboratory.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio, Charles E. Merrill Publishing Company, 1969.

The theme of the book is that learners can be trusted to learn and to enjoy learning when a facilitative person can set up an environment which encourages responsible participation in selection of goals and ways of reaching them.

Shaw, Nathan C., ed. Administration of Continuing Education. Washington, D. C., National Association for Public School Adult Education, 1969.

Apart from attention to recurring administrative responsibilities, problems, and practices, the book also includes implications of major thrusts for the next decade.

*Sheldon, Brooke E., ed. Planning and Evaluating Library Training Programs. Leadership Training Institute, Florida State University, 1973.

An attempt to interpret some current evaluation theory, and translate it into a workable structure for practical application by training program directors in the library world.

Stone, Elizabeth W., ed. Personnel Development and Continuing Education in Libraries. Library Trends, Vol. 20, No. 1, Urbana, IL., University of Illinois Graduate School of Library Science, 1971.

This issue attempts to make the reader aware of the extent to which libraries have used personnel development and continuing education as a means of bringing about the full utilization of talent, and of creating an organizational climate conducive to human growth. One section includes guidelines and a model for library personnel development.

Stone, Elizabeth W., ed. New Directions in Staff Development. Chicago, Il., Library Administration Division, American Library Association, 1971.

Has special emphasis on approaching staff development through participation in decision-making, management by objectives, motivation of library personnel, and on-the-job training.

Teachey, William C. and Joseph B. Carter. Learning Laboratories, A Guide to Adoption and Use. Englewood Cliffs, N. J., Educational Technology Publications, 1971.

A guide to the operation of a learning laboratory covering physical arrangements, administration and instructional materials.

U. S. Civil Service Commission, Administration of Training. Personnel Bibliography Series No. 51, Washington, D. C., G. P. O., 1973.

An annotated bibliography covering all aspects of training administration.

U. S. Public Health Service. Training Methodology: Part I - Background Theory and Research, Part II - Planning and Administration, Part III - Instructional Methods and Techniques, Part IV - Audiovisual Theory, Aids and Equipment. An Annotated Bibliography. Washington, D. C., G. P. O., 1969.

Comprehensive bibliography, Part I, pertains to research and theory on individual behavior, group behavior, and educational training and philosophy. Part II pertains to aspects of instructional design, course planning, and training programs administration. Part III pertains to a variety of specific instructional methods and techniques. Part IV (outdated) describes the various audio visual media that can assist training activities

Vaill, Peter B. The Practice of Organization Development. Madison, Wi., American Society for Training and Development, 1971.

A study of organization development programs from the point of view of the organization members who plan and conduct them.

Veri, Clive C. and T. A. Vonder Haar. Training the Trainer. St. Louis, Mo., Extension Division, University of Missouri-St. Louis, 1970.

Includes tried and tested approaches for preparing trainers for the training process plus innovative ideas.

Warren, Virginia B. How Adults Can Learn More--Faster. Washington D. C., The National Association for Public Continuing and Adult Education, 1961.

A handy guide for adult learners or instructors who wish to improve their learning or instruction techniques.

Warren, Virginia B., ed. A Treasury of Techniques for Teaching Adults. Washington, D. C., The National Association for Public Continuing and Adult Education, 1964.

A guide for teachers working in adult education. The contents address such areas as creating a good climate for learning, planning an adult education course, creative teaching techniques to enable the teacher to retain the interest of the student in his learning endeavors.

* Copy provided each Institute participant

Materials selected by Barbara Conroy
Annotations prepared by Flora Bovis

8/15/75

DISTRIBUTION OF THIS REPORT

U.S. Office of Education (4)

Western Council Members of the WILCO Program, WICHE

State Librarians of all Participating Western States (17)

Participants of the Institute

Administrators of the Participants

Instructional Team